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Due to the phenomenon of "retrogression in reading" which often takes place between the grades of two and three and the upper elementary grades among bilingual children, a more long-range, systematic reading program has been developed.

A reading program for non-English speaking students (Spanish) should not be a remedial program, but should be applicable to all students, both poor and good readers. The ultimate objective is a program that teaches all phases of reading. To improve parent-teacher relationships, the teacher is advised to have at least a basic knowledge of Spanish. One of the first tasks confronting a teacher of a Spanish-speaking child is to slow down the child's speech rate. The use of phonics in speech is stressed. English constructions and usages which Spanish-speaking children generally find difficult are given. Since present reading programs for non-English speaking children are considered inadequate, twenty units to begin the child in his study of English are included.

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Elementary Level

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THE LINGUISTIC APPROACH IN TEACHING ENGLISH
AS A SECOND LANGUAGE

ELEMENTARY LEVEL

January, 1965

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INTRODUCTION

1. The Problem

The problems of teaching English to non-English speaking children have been present with us, but little has been done about them. Studies and surveys have been made by leading educators and excellent books have been written on the subject, but an actual teaching situation in teaching non-English speaking children is a challenge to any teacher. Under the circumstances, therefore, teachers of non-English speaking children have been doing an excellent job, unguided and untrained in the best techniques and methods to be employed.

Reading teachers of bilingual children as well as the leading reading consultants are aware of a strange phenomenon that takes place between the grades of two and three and the upper elementary grades. This phenomenon may be called "Retrogression in reading." It is a reading block which produces in the child a backwardmoving effect in activity, mental functioning, and skills development, resulting in his losing interest in his school work and eventually leading to dropping out of school. The definite underlying cause of this gap that exists between the lower elementary grades and the upper elementary grades has not been found, although it has been attributed to a lack of continuity in language development from grade to grade.

Evidence has been pointed out time and again to show that in the primary grades the non-English speaking children are within the norm of their classroom activities. There is greater evidence, however, that these same students do not hold up to the norm in the intermediate and upper elementary grades. The cause is their reading disability--their difficulty in learning to read by present methods.

Present reading programs for non-English speaking children are inadequate because of the following reasons: reading materials are too difficult; the skills-development program from the first through the sixth grade is not systematic; there is no follow-up, a sequential development, nor a maintenance of the skills learned in the primary grades throughout the entire elementary grade level; since all reading skills cannot be taught in the first, second and third grades, a follow-up is necessary for new skills that should be developed in the fourth, fifth, and sixth grades.

A reading program for non-English speaking students should not be a remedial reading program; it should be applicable to all students and should help both the poor and good readers because it is fundamentally an individually supervised and directed reading program geared to the basal reader. The teacher must know at all times where the individual child stands in his skill development chart, and each grade level has its own systematic maintenance of skills to be developed. Skills learned at each grade level are maintained in each succeeding level, and the skills are introduced on the basis of the old. There must be a closer coordination and interrelation from one grade to the other. Ultimately, the reading program should provide a continuous and orderly mastery of basic skills suitable to the needs of the child at any maturity level. In order to accomplish this goal, however, continuity, follow-up, and supervised development are necessary.

The ultimate objective of a reading program for non-English speaking students is one that teaches reading--not just so many words--but reading for information, meaning of words, association of concepts, discrimination of sounds, development of a broader vocabulary, and an awareness of phonics for the purpose of enabling the child to know what he is reading and to develop an appreciation and understanding of the language.

The following general objectives should guide teachers of non-English speaking children in formulating certain methods and practices to be used: to develop proficiency in English; to teach, by indirect method, the appreciation of the culture of the people whose first language these children speak, thus making them proud of their background and more prone to accept the "American way" of living; to encourage, by the use of English in the classroom at all times, "thinking in English" only after the appropriate English expressions have been learned. Specifically, the aims in the teaching of English to non-English speaking children should be carried out thoroughly without confusion on the part of the learner and the teacher. These include: teaching a vocabulary of practical value as well as readiness to the beginning non-English speaking student; teaching and presenting such vocabularies in activities and units related to specific grade levels and levels of interest; providing reviews and practice periods for vocabulary learned previously and adding new vocabularies to the old one; developing sentences from learned vocabularies from the very beginning; conversing with these students in English at all times except in emergencies, where comfort and security may be given in the language of the children new to their classroom environment; developing "thinking in English" by conversing and presenting all of the materials in English through visual aids.

These general objectives and specific aims have proved useful and are necessary in any teaching situation in order to guide the teacher, especially the teacher of bilinguals, towards that desired goal: to teach English to non-English speaking students.

2. Characteristics of the Non-English Speaking Child

The Spanish-speaking child usually has an entirely different cultural background from that of the English-speaking child; this is due to the physical and cultural environmental influences and the language, and although these characteristics are common to the Spanish-speaking group, they do prove to be a disadvantage when the child first comes in contact with a new language and a new environment.

The Spanish-speaking child is usually sensitive because he feels, or rather, is made to feel, that these differences make him unacceptable. With a new language to cope with and a new schoolroom atmosphere to which he is not accustomed, he has to make certain adjustments, even before he can begin to learn the language. He is usually timid or may become aggressive to build up his own confidence, but his desire to learn the language is keen because he wants to feel that he will be accepted and wanted by the group or groups in the classroom. Above all, he is looking for security. This security is found only with the proper teacher who has the patience and the techniques needed to make the child feel that he is "wanted" and that he belongs to the group. We must remember that the child has a complex from the start; he has been reared in a home where possibly racial discrimination and racial prejudices are frequent topics of conversation. Yet, he comes to the classroom where the principles of democracy are and should be practiced. He cannot quite understand the existing paradoxy between his home and the schoolroom; yet this social adjustment has to be made in the classroom.

The "theater of living" of the beginning Spanish-speaking child, because of his home and family background, is narrow and limited. His immediate experiences govern his behavior pattern. However, as new experiences are learned in the classroom, his "theater of living" grows to include the classroom, his teacher, his classmates, and his school. As he lives, his "theater of living" extends beyond the home and the school to include his community, his state, and the nation. Any teacher who fails to help the first grade non-English speaking child fill the gap between the home and the school at the early stages of his school career fails in his duty to make good American citizens of our first grade Spanish-speaking children in their development and growth. The underlying "difference", then, if any, between the Spanish-speaking child and the English-speaking child is one of physical and cultural environment.

We accept the fact that, in general, the laws of learning operate the same in English-speaking children. Both learn and forget much in the same way. There are no laws of learning peculiar to any of them. But because of certain adjustments that the Spanish-speaking child must make in school, the rate at which he is to learn English is much slower. His retention of English is even less because of his handicap: he reverts to Spanish in the home and hears English spoken only in the classroom. To counter-balance this loss, more drills are required in a class of Spanish-speaking children. The lack of varied experience in their lives makes the teaching of Spanish-speaking children a specialized job for the teacher who must provide not only the experience, but the practical vocabulary to express them and the drill that follows with every new experience learned.

If the Spanish-speaking children are to grow intellectually, then the classroom must provide opportunities to increase their experiences. Their mental growth is dependent upon concepts, and concepts are dependent upon experience.

A comparison of these six-year-old Spanish-spaeking children in the classroom with the universal children of the same age reveals no disparaging differences in their physical psychological developments. Their physical development are characteristic of the normal six-year old children: large muscles are much more developed than small ones; their eyes are not yet fully mature; their permanent teeth are beginning to appear; they have more susceptibility to diseases. There is also a marked increase in fears, a universal trait with children of this age group: fear of the supernatural and large animals and dogs; fear of the elements, especially sound elements; fears of the loss of dear ones; great fear of getting hurt by falling; and so much fear of being late to school that many parents reported that their children got up with them at six o'clock in the morning and were ready to go to school (which began at 8:30) even before the fathers left home to go to work at seven o'clock.

One very stimulating characteristic prevalent in all children, but more so in the Spanish-speaking, is his high sense of personal achievement. Once he understands what is expected of him, he will do it not to satisfy himself, but more so to satisfy his teacher. Along with this quality, which must be developed and encouraged, he enjoys compliments and will work twice as hard for the sake of a word of appreciation and lavish praise from his teacher. We must not forget that this little Spanish-speaking child comes from a group of people who lavish attention and praise.

3. Characteristics of the Teacher of the Bilingual Child

Just as one can readily point out the characteristics of a Spanish-speaking child, so does one point out the qualities that make up the personality of the teacher who loves his profession, but are more noticeable if present or lacking in the teacher of Spanish-speaking children. The fundamental quality is love for the children. This love has to be sincere and genuine. He must be interested in insignificant incidents that occur in the classroom, but which are magnified to great proportions in the mind of the little child. Because of his great love for the children, the teacher knows the great responsibility in his charge, for this first contact on the part of the children with the outside world will leave a great impression in their lives. Through his love, then, he puts all his faith in the child and in his ability to learn. Any error made should not be corrected abruptly, nor should the attention of all the class be focused on the child. If a child attempts to say anything in English, the teacher gives him his attention and lets him talk, regardless of how incorrectly he says it. He then supplies the correct form and has the child repeat it with him. He praises him in his attempt. It is far better to let the child talk incorrectly then to hush him up for life! Remember that he is guessing most of the time as to what the teacher expects of him. Should he ask a favor in Spanish, he should be given the English equivalent to repeat after the teacher. This practice requires patience--an unlimited patience so characteristic of the first grade teacher.

Teachers who do not recognize nor accept the problems in teaching English to Spanish-speaking children fail to do so because they do not put themselves in these children's places. If for this reason alone, at least a year's course in conversational Spanish will help any teacher to understand how it feels not to know the language. His knowledge of Spanish will aid in furthering his relations with Spanish-speaking children who are seemingly lost in the new English language. Teachers must remember that this Spanish-speaking child knows no other language, that it is his native tongue, and is the one he thinks in first. He is learning a foreign language. The wise teacher, then, will create situations which will require the use of English instead of hushing the child who speaks Spanish. The resourceful teacher will relate English to all the classroom activities--music, dancing, rhythms, finger and hand games, and wherever else possible. He is actually teaching a foreign language!

A knowledge of Spanish will also prove most valuable to the teacher of Spanish-speaking children in his contacts with the home. A foreign word in the mother tongue of the child's home has opened many a door to numerous teachers. Parents confide in him and accept him as a friend; they do not feel that he is a stranger. The language barrier creates many a situation which results in apparent apathy on the part of parents of Spanish-speaking children; but in reality, it is that lack of knowledge of the language on the part of the teacher that brings about such a decided indifference. Once they accept the teacher in the home, however, the parents are most cooperative.

Above all, the teacher who has specific aims to follow in the teaching of English to non-English speaking children will devise techniques that will prove most

most advantageous in developing not only English habits of speech but skills as well. For this reason, seatwork should be a follow-up of oral-English. Any new vocabulary at the beginning should be related to classroom situations so that they will understand and follow directions. Words such as door, chair, desk, water, talk, sit, and play should be pointed out wherever possible and used in short useful sentences which will be simple to repeat and which will convey the meaning of the teacher's pantomiming, acting, or dramatizing. Limit this vocabulary to needed words and phrases, as: "May I get a drink of water?" or "May I go to the bathroom?" or "May I play?" A good practice to follow in the classroom to encourage more English is the granting of special favors when English is used. If a child asks in Spanish to go to the bathroom, immediately supply the English equivalent; next time, and the following times, he will ask in English.

Within three days, the Spanish-speaking children in an average classroom can use English to ask favors and requests. They learn vocabularies which are needed in work or at play, such as, crayons, pencils, scissors, dolls, cars, wagons. They learn words and are drilled by dramatizing and can follow commands, such as run! drop the handkerchief! sit up straight! go to sleep, rest! wake up! let's sing! let's pray! and many more. But only by confining the vocabulary to practical needs in the classroom will the child learn to use it correctly.

Along with the practical vocabulary, the teacher of non-English speaking children should anticipate a reading readiness program. The Spanish-speaking child has to learn a new language even before he can begin a program of readiness for learning. However, while he is acquiring all the English vocabulary needed for the classroom environment, he is undergoing a program of readiness in reading and vocabulary build-up. In this readiness period, seatwork plays an important part in the training of the Spanish-speaking child to "think in English." If seatwork is to be a purposeful task that the child can do without supervision, then it must be based on useful material that will serve the dual purpose of an English drill and skill development. It must have a purpose: specifically, it is to follow up reading vocabulary learned previously in relation to an association with pictures or objects. It is not to be used as a means to keep the children busy while the teacher listens and works with another group. This seatwork should be constructive and lead to further learning in vocabulary as well as in manual skills.

Spanish-speaking children have a sense of personal achievement. The seatwork, then, to carry out its purpose, must be within the ability of the first-grader; it should be on an ascending scale of difficulty to insure growth; it should be self-aiding to encourage the child in this feeling of having accomplished the required work. This feeling further comes from the teacher's checking the seatwork and praising it. It is developed by the teacher's attention and aid to individual children who are confused or do not understand what is expected of them. Above all, this seatwork, should be followed up by a period of class discussion in the bilingual class in order to insure retention of vocabulary and to serve as a check for the teacher before attempting new vocabulary.

4. The Use of Phonics in Speech

The problems peculiar to achievement in English--oral, written, and otherwise--by the child whose Mother tongue is Spanish are as infinitely varied and challenging as there are, and will be, children to teach and teachers ready and willing to teach them.

Ambitiously detailed literature, both general and specific in nature, may be found by the teacher in search of an answer to some specific problem of, say, curricular direction or for an insight to a philosophical approach in this field. Unfortunately, there seems to be a paucity of literature of an experimental nature, that is, there appears to be a felt necessity for literature dealing with workable and usable techniques guaranteeing some measure of success from the teacher's and the pupil's point of endeavor.

The following material is presented in order that teachers may make practical application of phonetic elements involved in their own classrooms.

Variations in the Pronunciation of English in the Spanish Southwest

VOWELS

	Sounds Lacking		Substitutes	
1.	(æ)	a as in can	(e) (ɑː)	e as in met a as in Father
2.	(ɪ)	i as in ill	(iː)	e as in me
3.	(ʊ)	oo as in book	(uː)	oo as in moon
4.	(ɔː)	a as in ball	(ɑː)	a as in Father
5.	(ʌ)	u as in up	(ɔː)	o as in not
6.	Dipthongal	ou	(o)	pure o

Difference in Duration of Vowels: The Spanish speaking people utter the stressed vowels in English so quickly that the vowel quality cannot be identified. This fast utterance gives a clippy effect to the speech and results in indistinctness for the ear habituated to listen to the English vowels. Accordingly, one of the first tasks confronting the teacher who would want her Spanish-speaking pupils to excell in the employment of English is to slow down their speech rate. A great deal of resistance will be encountered in the beginning. Persistence at this stage will pay off handsomely later. The following drill material if properly analyzed and studied will greatly aid in this matter.

Drills for Contrasting Vowel Sounds

(i) (ē)	(i) (ĭ)	(æ) (a)	(a) (ȧ)
feet	fit	can	class
weal	ill	bad	ask
deal	will	man	dance
neat	pill	wagon	clasp
meat	pit	frantic	laugh
seat	knit	cabbage	last
keen	mitten	rang	answer
peal	sit	drank	example

(u) (o͞o)	(u) (o͝o)	(ɔ:) (a)	(ɑ:) (a)
moon	full	cauldron	arm
food	foot	bawl	barn
roof	would	fall	farther
prune	good	install	guard
fool	bull	forty	yard
mood	wolf	quart	dark
stew	could	daughter	heart
shoe	woman	naughty	car

CONSONANTS

Sounds Lacking	Substitutes
1. th as in then	d as in do th as in thick s as in sick t as in ten
2. z as in zebra	s as in so
3. ng as in sing	n as in no ng plug g (sing-g)
4. dzh (ʒ) as in jam	tsh as in church
5. v as in very	b as in berry
6. x (gz) as in exact	x (ks) as in axe

Variations in Other Consonants

Initial t and d:

The tip of the tongue is placed against the backs of the upper teeth instead of on the dental, and is released with more energy and speed than in English.

Final t:

Often released with too much energy. Too often not sounded at all or sounded too faintly to be distinguished.

Final and medial d:

Final d is practically devoiced, so that t is the result. Medial d is often omitted, as in candy.

Initial r:

A trilled r is substituted for a fricative or glide r; r before another consonant is apt to be inverted.

l has a much darker quality than the English l. The tip of the tongue is placed against the backs of the teeth, instead of on the ridge, and the back of the tongue is raised.

Instructional Aids

Following are some of the constructions and usages which Spanish-speaking children generally find difficult. Observe your own childrens' speech to see whether this seems to be true locally; add or delete as necessary.

1. The possessive forms of nouns - "The bird's nest." ; "My brother's coat." "The boy's club." This is a form not found in the Spanish language. The net result is that the sentence would be said: "The nest of the bird.", a literal translation of, "El nido del pájaro.", and so forth.

2. Verb Forms: both tense and number - English verbs are highly irregular, and most difficulties come about when the children try to conjugate them locally.

3. Double Negatives - Considered good form in Spanish. Thus, "I don't have nothing.", stems from thinking "No tengo nada.", decidedly acceptable--in Spanish.

4. Comparative forms of adjectives and adverbs.

5. Word order of adjectives and nouns - often reversed - especially due to thinking in Spanish.

6. Pronouns - especially he, she, it, and their objective and possessive forms: herself, myself, themselves, etc., and this, that, these, those.

7. Word order in questions - For example: "Where I am?", instead of, "Where am I?"

8. Direct translation of Spanish idiom - "Sick of the eye.", "Sick of the foot." The child needs to substitute English idiom.

9. Following words are often interchanged incorrectly - some-any; much-many; like-want; say-tell; each-every-all; make-do. Thus we have: "Many money."

for "Much money." Or, "My brother, he say to tell you to tell him why I am not home from school."

Exercises of the kind usually found in language texts for fixing good usage are suitable, providing that they are always oral, not written. The correct form must be made clear and must be practiced many times. Then, exercises should follow in which the correct form is chosen and inserted. Where confusion in usage is to be clarified, it is expected that the correct form will have to be practiced repeatedly with variations if the concept is to remain fixed permanently.

Carlos Rivera, Coordinator
English-as-a-Second Language

El Paso Public Schools
January, 1965

UNIT I

GETTING ACQUAINTED

EXPOSITION

Teacher: Boys and girls, today we are going to learn our names. My name is Miss (Mrs., Mr.) ____________.

BASIC DIALOGUE

Teacher: What is your name?

My name is ________________ (use one pupil's name).

(Repeat) My name is ______________.

Children: My name is ________________.

Teacher: Now I'm going to ask each one of you your name.

(To a girl) What is your name?

Girl: My name is ________________.

Teacher: Are you a girl?

Girl: I am a girl.

Teacher: (To a boy) What is your name?

Boy: My name is ________________.

Teacher: Are you a boy?

Boy: Yes, I am a boy.

DIALOGUE ADAPTATION

Questions based on basic dialogue plus additional known vocabularies easily recognized by pupils. Encourage individual response. Should a pupil hesitate, have the entire group answer, then have the individual child answer.

Teacher: Juan, go to the board and find a picture of a boy.

Juan: Here is a boy.

Teacher: Do you know his name? What is his name? Let's give him a name. (Ask for suggestions from class) What shall we call him?

Fine. Let's call him Jose.

Juan: The boy's name is Jose.

Teacher: Maria, go to the board and find a picture of a girl.

Maria: Here is a girl.

Teacher: Do you know her name? What is her name? Let's give her a name.

(Ask for suggestions from class or choose a name.)

Let's call her Dolores. Maria, what's the girl's name?

Maria: The girl's name is Dolores.

DIRECTED DIALOGUE

The teacher cues the student on specific questions to ask another pupil.

Teacher:	Juan, ask me my name.	Juan:	What is your name?
	My name is Miss __________. And what is your name?	Juan:	My name is Juan.
	Juan, ask Joe his name.	Juan:	What is your name?
		Joe:	My name is Joe.
	Joe, ask Virginia her name.	Joe:	What is your name?

STRUCTURE DRILL

Through models, the teacher makes the pupils aware of different patterns of speech in English.

1. Response to drill. Elicit responses to questions based on unit.

Teacher:	Susana, come here. Children, what is her name?	Pupils:	Her name is Susana.
	Andres, what is her name?	Andres:	Her name is Susana.
	And what is your name?	Andres:	My name is Andres.
	(Tells Susana to sit down.)		
	Jose, what is his name?	Jose:	His name is Andres.
	Pedro, is Andres a boy?	Pedro:	Yes, Andres is a boy.
	Luis, is Susana a boy?	Luis:	No, she is not a boy; she is a girl.

2. Substitute Drill. Present your model based on unit material plus supplementary material and tell the pupils to repeat it. Then replace one element of your sentence (noun, verb, adjective, etc.) and have children repeat entire original sentence with new substitution.

Teacher:	Pupils:
Martha is a girl.	Martha is a girl.
(Repeat)	
She is a girl.	She is a girl.
Stella . . .	Stella is a girl.
She . . .	She is a girl.
Miguel is a boy.	Miguel is a boy.
He is a boy.	He is a boy.
Victor . . .	Victor is a boy.
He . . .	He is a boy.
The girl's name is Teresa.	The girl's name is Teresa.
. . . Luisa.	The girl's name is Luisa.
. . . Rosa.	The girl's name is Rosa.
. . . Alice.	The girl's name is Alice.
The boy's name is Joe.	The boy's name is Joe.
Alfredo.	The boy's name is Alfredo.
Tom.	The boy's name is Tom.
Edmundo.	The boy's name is Edmundo.

UNIT II

THE FAMILY

EXPOSITION

Teacher: Boys and girls, today we are going to learn about our families.

Hold up pictures of a typical family; begin to introduce the individual members as the Basic Dialogue is said.

BASIC DIALOGUE

Teacher: This is the Garcia family. Here is Mr. Garcia. He is the father. Here is Mrs. Garcia. She is the mother. Mr. and Mrs. Garcia have two children. Here is Bob. This is Mary. They live in this house. Let's go and see them.

Try to use pictures giving situations which will show the relationship between members of the family: father-son, mother-daughter, grandparents, etc.

Models:

Teacher: Here is Father.

Show a picture of a man representing Father. This should be a reasonable representation of the way a typical father in this community looks.

Pupils: Here is Father. (Repeat several times, making certain that all children are responding.)

Teacher: Here is Mother. (Present a picture of a woman representing Mother.)

Continue the same procedure for introducing sister, brother, baby, and other members of the family. Add questions:

Teacher:	Who is this?	Pupil:	He is Father.
	Is this Father?		Yes, it is.

This is the Garcia family. (Hold up a picture of whole family group.)

Have pupils repeat this phrase several times to give the idea of a family unit.

DIALOGUE ADAPTATION

Teacher:	Boys and girls, can you tell me who this is? (Show a picture of Mother and children.)	Pupils:	She is mother.
	Is the mother pretty and kind?		Yes, she is kind.
	Isn't she pretty, too?		Yes, she is pretty, too.

Teacher:	Does Mother live here?	Pupils:	Yes, she lives in this house.
	Who else lives in her house? (Point to picture of Mother with baby.)		Her baby lives in the house.
	Do you have a brother?		Yes, I have a brother.
	How many sisters do you have?		I have three sisters.
	Class, let's count the family.		

Point to each member of the family, and lead the children in counting:

		Pupils:	One, two, etc.
Teacher:	Elena, can you tell me what color Mary's dress is?	Elena:	Her dress is yellow.
	Juan, will you tell me what color Bob's shirt is?	Juan:	It's white.

Watch for the clear pronunciation of the tt, in pretty and little; not a soft d.

DIRECTED DIALOGUE

Situation 1

Teacher:	Elena, please ask Jose if Father is big.	Elena:	Is Father big?
		Jose:	Yes, Elena, he is big.

The use of hand motions to show size will greatly facilitate the understanding of these words.

Situation 2

Teacher:	Pedro, ask Felipe if he has any brothers. (Cue: "Do you have any brothers?")	Pedro:	Do you have any brothers?
		Felipe:	Yes, I have two.

Situation 3

Teacher: Who can ask Juan if his father works downtown? (Point again to man working in a store.)

Maria:	Does your father work downtown?
Susana:	Yes, he works downtown.

STRUCTURAL DRILLS

Repetition Drills. Have a whole class repeat each portion of the drill, and move to half of the class, then to individuals. Also, use e for the sound of the e in the word, the.

Teacher:	Pupils:
Here is the father.	Here is the father.
She is the mother.	She is the mother.
Mary and Bob are children.	Mary and Bob are children.
They are children.	They are children.
They are the Garcia children.	They are the Garcia children.
You are children.	You are children.

Point to each picture to represent every sentence. Motion to the whole class for, "You are children."

Substitution Drills.

Teacher:	Pupils:
She is Mother.	She is Mother.
Mrs. Garcia.	Mrs. Garcia.
Mary's mother.	Mary's mother.
Baby's mother.	Baby's mother.
Mother lives here.	Mother lives here.
works	works
sleeps	sleeps
eats	eats
Bob is a boy.	Bob is a boy.
good boy.	good boy.
short boy.	short boy.
little boy.	little boy.

Use hand motions to illustrate the meaning of qualifying words.

Mother:	Pupils:
Father is good.	Father is good.
kind.	kind.
tall.	tall.
big.	big.
She is a girl.	She is a girl.
Mary	Mary
Susan	Susan
Elena	Elena

Again, refer to the family picture to land into the idea of the girls being sisters. Adapt for brothers, also.

Teacher:	Mary and Susan are sisters.	Pupils:	Mary and Susan are sisters.
	Juanita and Isabel		Juanita and Isabel
	Anita and Teresa		Anita and Teresa
	They are		They are

Now show the family in front of the house:

Teacher:	Mary and Susan live in a house.	Pupils:	Mary and Susan live in a house.
	Elena and Isabel		Elena and Isabel
	They		They
	You		You

A picture of a man working in a store would help clarify the meaning of this drill:

Teacher:	Father works downtown.	Pupils:	Father works downtown.
	at home.		at home.
	in the yard.		in the yard.
	on a farm.		on a farm.

A. Additional Material on the Family

EXPOSITION

Teacher: Boys and girls, today we are going to learn more about Bob and Mary's family.

BASIC DIALOGUE

Teacher: Here is Grandfather. He is Bob's grandfather. He lives here. He works around the house. Bob helps grandfather. Let's find Grandmother. Here she is. She helps Mother.

Begin showing pictures illustrating relationships.

DIALOGUE ADAPTATION

Teacher:	Boys and girls, do you know who this is?	Pupils:	It's Grandfather.
	Class, who is this?		It's Bob.
	Is this Bob's sister?		Yes, she is.

Check recognition of family members and relationships in this manner. Also check here for the sound of d in grandfather to be sure it is not receiving too much stress for normal English usage.

Teacher:	Where is Grandfather's house?	Pupils:	Here it is.
	Ester, can you show me where Grandfather's house is?	Ester:	It's here.

Teacher:	Does Grandfather live here?	Pupils:	Yes, he does.
	Where do you live, Jose? (Cue: "You live in a house.")	Jose:	I live in a house.
	Show me a house, Maria.	Maria:	Here is a house.
	Who lives there?	Pupils:	The Garcia family lives there. They live there.

DIRECTED DIALOGUE

Teacher:	Who helps Grandfather? Jose, ask Daniel who helps Grandfather.	Jose:	Who helps Grandfather?
		Daniel:	Bob helps Grandfather.
	Daniel, ask Alice if she has a baby at her house.	Daniel:	Is there a baby at your house?
		Alice:	Yes, there is.
	Is the baby a boy or a girl?	Alice:	It's a girl.

STRUCTURAL DRILLS

Teacher:	Grandmother is here.	Pupils:	Grandmother is here.
	She is here.		She is here.
	Grandfather is here.		Grandfather is here.
	He is here.		He is here.
	Bob helps Mother.		Bob helps Mother.

SUBSTITUTION DRILLS

Teacher:	Bob helps Mother. He Grandmother She Sister	Pupils:	Bob helps Mother. He Grandmother She Sister
	Mother works at home. here. in the house. in the yard.		Mother works at home. here. in the house. in the yard.

A picture of a mother at different household tasks would simplify the meaning of this drill.

Teacher:	Pupils:
Mother works now.	Mother works now.
cooks	cooks
goes	goes
comes	comes
Bob lives here.	Bob lives here.
comes	comes
goes	goes
works	works
helps	helps
Grandmother and Grandfather work at home.	Grandmother and Grandfather work at home.
They	They
Mary and Bob	Mary and Bob
You	You
Mary and Mother clean the house.	Mary and Mother clean the house.
Brother and sister	Brother and sister
They	They
You	You

B. The New Baby and a Visitor

EXPOSITION

Teacher: Class, today we are going to see the Garcia family again and see the new baby.

BASIC DIALOGUE

Since this part of the unit introduces some difficult concepts of friendship and visiting, it is suggested that the teacher illustrate each sentence of the basic material before having these sentences repeated for practice.

Teacher: Mary has a new baby sister. The baby is a little girl.

Show a little girl and a mother holding a new baby. Show the little girl looking into a cradle or crib.

Teacher: Mrs. Jones comes to see the baby.

Show a woman and the mother looking at a baby, and a child close by.

Teacher: Mrs. Jones and Mother are friends.

Show the mother and a woman talking over teacups or other refreshment.

DIALOGUE ADAPTATION

Now model each sentence of the Basic Dialogue, holding appropriate pictures and having the class repeat, then row by row repeat.

Teacher:	Mary has a new baby sister.	Pupils:	Mary has a new baby sister.
	The baby is a girl.		The baby is a girl.
	Mrs. Jones comes to see the baby.		Mrs. Jones comes to see the baby.
	Mrs. Jones is a friend of Mother's.		Mrs. Jones is a friend of Mother's.
	Mother tells her visitor goodbye.		Mother tells her visitor goodbye.
	Who is your mother?		Here is Mother (pointing to the picture).
	What's the baby's name? (Cue: Dorothy.)		Her name is Dorothy.
	Where is Mary?		This is Mary.
	Pedro, please show me the baby.	Pedro:	There is the baby.
	Is the baby large or small?		The baby is small.

Use hand motions to elicit an answer of size.

Teacher:	Who loves Mary?	Pupils:	Her mother loves Mary.
	Who else does Mother love (pointing to the baby)?		Mother loves her baby.
	Where does the Garcia family live (pointing to the house)?		The family lives in the house.
	Show me a house, please, Jaime.	Jaime:	There it is (pointing).
	Do you have a baby brother?		Yes, I do.
	Who helps Mother with the baby?		My sister helps with the baby.
	Does Mother love Mary and the baby?		Yes, she loves them.

STRUCTURAL DRILLS

Teacher:	Mother is pretty.	Pupils:	Mother is pretty.
	kind.		kind.
	short.		short.
	beautiful.		beautiful.
	Our baby is sweet.		Our baby is sweet.
	small.		small.
	pretty.		pretty.
	little.		little.
	Mrs. Jones is a woman.		Mrs. Jones is a woman.
	visitor.		visitor.
	friend of Mother's.		friend of Mother's.
	lady.		lady.

Teacher:	Pupils:
Mrs. Jones is beautiful.	Mrs. Jones is beautiful.
Mary	Mary
Susan	Susan
She	She
Elena is pretty.	Elena is pretty.
kind.	kind.
small.	small.
Mother loves Mary.	Mother loves Mary.
Bob.	Bob.
Baby.	Baby.
you.	you.

Patterns of drills on asking questions about the unit.

Teacher:	Pupils:
The family lives in the house.	The family lives in the house.
sleeps	sleeps
cooks	cooks
eats	eats
Who works in the house?	His mother works in the house.
helps	helps
cleans	cleans
washes	washes
Do you have a mother?	Do you have a mother?
Do you love your father?	Do you love your father?
Do you help your brother?	Do you help your brother?
Do you see your sister?	Do you see your sister?
Do you work with your father?	Do you work with your father?
help baby?	help baby?
eat grandfather?	eat grandfather?
sleep brother?	sleep brother?
live family?	live family?

SUPPLEMENTARY MATERIALS: Songs and Finger Play

"Finger Family" - Traditional Song

"Good morning, Mother Finger, (Point to thumb of left hand.)
What will you do today?"
"I'll love you and take care of you.
That's what I will do today."

"Good morning, Father Finger, (Point to next finger.)
What will you do today?"
"I'll work hard for you all day long.
That's what I'll do for you today."

"Good morning, Sister Finger, (Point to next finger.)
What will you do today?"
"I'll help all day and work and play.
That's what I'll do today."

"Good morning, Brother Finger, (Point to next finger.)
What will you do today?"
"I'll work and plan and help all day,
That's what I'll do today."

"This is Father, Who is He?" (to the tune of "Freres Jacques.")

This is Father, where is he? (Point to different boys and girls as each line is sung.)
Where is he?
There he is; there he is.

This is Mother, where is she?
Where is she?
There she is; there she is.

There is Sister, there is Sister.
Who is she; who is she?
This is she; this is she.

Where is Baby; where is Baby? (Rocking arms as if you had a baby.)
Here is he (or she);
Here is he.

Darling little baby, darling little baby,
Here it is, here it is.

"A Visit to My Friend"

I go to see my little friend, I go every day.
Every day I go, I go a different way.

Today I go to see my little friend,
I run to see my little friend, Monday.
I run to see my friend like a reindeer.

Today is Tuesday, I go to see my little friend,
I skip to see my little friend like a happy child.

This is Wednesday, I go to see my little friend,
I tiptoe to see my little friend softly,
I tiptoe to the door and I knock.

This is Thursday, I jump to see my friend Thursday.
I go to see my friend like a happy child on Thursday.

Then comes Friday, I hop to see my friend on Friday.
I go to see my friend this day like a silly child.

Saturday I go to see my friend with my pony.
Saturday I see my friend at a gallop.

Whoa, Pony!
My pony is still; everything is still.
And now we go to rest.

There are several records with rhymed verses of the game. Have all children act out the different action words as review.

UNIT III

OUR SCHOOL

A. Classroom

INSTRUCTION TO TEACHER. Identification of classroom subjects: use objects, pictures, games, and adaptable visual aids. See supplementary list below.

EXPOSITION

Teacher: Boys and girls, today we are going to talk about the different things in the classroom.

BASIC DIALOGUE

Teacher:	(Pointing around the classroom) This is the classroom.	Pupils:	This is the classroom.
	This is the door.		That is the door.
	This is the window.		That is the window.
	This is the closet.		That is the closet.
	This is the floor.		That is the floor.
	This is the chalkboard.		That is the chalkboard.
	This is the chalk.		That is the chalk.

Repeat the above pattern using the following: desk, chair, book, bookshelf, pencil, pencil sharpener, fan, picture, clock, flag, fountain, lavatory, light, record player, shade, wastebasket, wall, toilet, box, flowers, vase, paper, paste, records, bell, clay, crayons, Kleenex, point, scissors, song, tablet, stick, towel, partner.

SUPPLEMENTARY MATERIALS

This would consist of any review vocabulary that might be pertinent to the present unit, such as colors, numbers, size, comparison, etc.

DIALOGUE ADAPTATION

The questions would be based on basic dialogue, but would be reworded to be recognized by the pupil. Encourage individual responses by pupils. Should the pupil hesitate to answer, have the group answer, then the individual pupil repeat. In this phase of presentation, include supplementary material.

Teacher:	What is this? (Point to flag or picture of flag.)	Pupils:	That is a flag.
	Where is the clock?		The clock is on the wall.

Teacher:	What else is on the wall?	Pupils:	The picture is on the wall.
	What color is the wall?		The wall is green.
	Is the window closed?		No, the window is open.
	What is on the bookshelf?		The book is on the bookshelf.
	Where is the flower?		The flower is in the vase.
	Is the vase big?		No, the vase is little.

Continue adapting basic dialogue into questions that will include as many combinations of the basic vocabulary and supplementary words as possible. Have individual pupils answer or have the group answer.

DIRECTED DIALOGUE

The teacher cues the student on specific questions to ask another pupil. If the child hesitates in asking, the entire class or group asks the question. If the answering child hesitates, the group responds.

Teacher:	Martha, ask Jaime what color the classroom is.	Martha:	Jaime, what color is the classroom?
		Jaime:	The classroom is green.
	Manuel, ask Lupe what is in the closet.	Manuel:	Lupe, what is in the closet?
		Lupe:	The paper is in the closet.
	Rebecca, ask Mario what color the chalk is.	Rebecca:	Mario, what color is the chalk?
		Mario:	The chalk is white.
	Javier, ask Rita if the chalkboard is big or little.	Javier:	Rita, is the chalkboard big or little?
		Rita:	The chalkboard is big.

Follow similar pattern for vocabulary presented in basic dialogue.

STRUCTURAL DRILLS

Through models the teacher makes the pupil aware of different patterns of speech in English.

Response to Drill. Elicit responses to questions based on the unit.

Teacher:	What do I have? (Gives object to child.) What do you have?	Pupil:	I have a pencil. I have a book.
	What does he have?		He has a book.

Teacher:	What does Magdalena have?	Pupils:	Magdalena has a tablet.
	What does she have?		She has a tablet.

Substitution Drill

Teacher:	I have a tablet.	Pupils:	I have a tablet.
	We		We
	They		They
	Martha and Jaime		Martha and Jaime
	Jaime has a tablet.		Jaime has a tablet.
	He		He
	Martha		Martha
	She		She

Replacement Drill. The teacher may substitute the noun, verb, or adjective in separate drills after presenting a model using as many vocabulary words as possible.

Teacher:	The table is brown.	Pupils:	The table is brown
	book		book
	chair		chair

Following this pattern, add other words which the children know, matching colors.

SUPPLEMENTARY MATERIALS

Poem: "My Classroom Chair"

"Take care, take care."
Said my little chair.
"And watch how you handle me.
I'm made of wood
And I'm strong and good
As a chair could possibly be!"

"But I don't care,"
Said my little chair,
"To be kicked with dirty feet.
And if I'm scratched,
I'll have to be patched,
And I won't be a beautiful seat."

"You give me a scare,"
Said my little chair,
"When my front legs leave the floor.
If I fall back
I may easily crack--
Then I can't hold up any more!"

"Take care, take care,"
Said my little chair,
"And treat me the proper way.
Then you will see
How strong I can be
When you sit on me every day."

"The Swing," by Robert Louis Stevenson

How do you like to go up in a swing
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Poem: "Ready for School"

I'm up and washed,
I'm freshly dressed;
I've shined my shoes
And look my best.

My hair is brushed
To a shiny sheen;
My fingernails
Are white and clean.

I've had my breakfast;
I feel gay --
I'm off for school
And a happy day!

Poem: "The Big Clock"

Slowly ticks the clock,
"Tick-tock. Tick-tock!"
But the cuckoo clock ticks double quick:
"Tick-a-tock-a, tick-a-tock-a;
Tick-a-tock-a, tock."

Nursery rhyme: "A Dillar, a Dollar"

A Dillar, a Dollar, a ten-o'clock scholar!
What makes you come so soon?
You used to come at ten o'clock,
And now you come at noon.

B. Personnel

INSTRUCTION TO THE TEACHER. Have school helpers come to the room and introduce them to the children. Follow with pictures, cut-outs, etc., to present vocabulary.

EXPOSITION

Teacher: Boys and girls, today we are going to meet our school helpers.

BASIC DIALOGUE

Teacher:	(Point to cut-out picture.) This is the school principal.	Pupils:	This is the school principal.
	This is the nurse.		This is the nurse.
	This is the janitor.		This is the janitor.
	These are the cafeteria workers.		These are the cafeteria workers.
	This is the teacher.		This is the teacher.
	This is the bus driver.		This is the bus driver.

SUPPLEMENTARY MATERIAL

Using the same basic language patterns, begin use of selected qualitative words; for example:

Teacher: The principal is a man.
good man.
big man.

The nurse is nice.
clean.
pretty.

The janitor is a man.
big.
helpful.

Continue above pattern with cafeteria workers, teacher, and bus driver.

DIALOGUE ADAPTATION

The teacher asks questions based on language patterns which have been introduced, but encourages each pupil to respond individually.

Teacher:	Who is this?	Pupil:	This is our principal.
	What is his name?		His name is Mr. ____________.
	Where is he working?		He is working in his office.
	What is this on his desk? (Point to object.)		That is a telephone.
	Is it red?		No, it is black.
	Who is this?		That is the school nurse.
	What is her name?		Her name is Miss (Mrs.)______.

Teacher:	Where is she working?	Pupil:	She is working in her office.
	What color is her dress?		It is white.
	What is the nurse using?		She is using a Band-aid.
	Who is this?		That is the janitor.
	What is his name?		His name is Mr. ____________.
	What is he using?		He is using a broom.
	Is he big or little?		He is big.
	Who is this?		That is the cafeteria lady.
	Where does she work?		She works in the cafeteria.
	What is she doing?		She is cooking.
	What is she cooking?		She is cooking our lunch.
	Who is this?		That is the teacher.
	What is her name?		Her name is Miss (Mrs.)_______.
	What is my name?		Your name is Miss (Mrs.)______.
	Am I tall or short?		You are short.
	Am I a man or a woman?		You are a woman.
	Who is this?		That is the bus driver.
	What is he doing?		He is driving.
	What is he driving?		He is driving the bus.
	What color is the bus?		It is yellow.

DIRECTED DIALOGUE

The question-answer process is first practiced between teacher and pupil. The teacher cues the children specific questions to ask another pupil. Encourage individual response. If the individual child hesitates in asking or answering, have the group respond.

Teacher:	Javier, who is this?	Javier:	That is the principal.
	Javier, ask Marina if he is tall or short.		Marina, is he tall or short?
		Marina:	He is tall.

Teacher:	Marina, ask Juan what the principal is doing.	Marina:	Juan, what is the principal doing?
		Juan:	He is talking on the telephone.
	Juan, ask Pete the color of the telephone.		Pete, What color is the telephone?
		Pete:	It is black.
	Pete, ask Celia who this is.		Who is that?
		Celia:	That is the nurse.
	Celia, ask Carlos if the nurse has black hair or white hair.		Does the nurse have black hair or white hair?
		Carlos:	She has white hair.
	Carlos, ask Joann what the nurse is doing.		Joann, what is the nurse doing?
		Joann:	She is working.

Follow above procedure of question-answer with janitor, cafeteria workers, teachers, and bus driver.

STRUCTURE DRILLS

Teacher:	Who works in the school?	Pupil:	The principal works in the school.
	Who helps in the school?		The nurse, the teacher, the janitor, the cafeteria lady, and the bus driver.

SUBSTITUTION DRILLS

Teacher:	The principal works in the room.	Pupil:	The principal works in the room.
	The nurse		The nurse
	The teacher		The teacher
	The janitor		The janitor
	The bus driver		The bus driver
	The cafeteria worker		The cafeteria worker
	The principal helps children.		The principal helps children.
	The nurse		The nurse
	The teacher		The teacher
	The janitor		The janitor
	The bus driver		The bus driver
	The cafeteria worker		The cafeteria worker

SUPPLEMENTARY MATERIALS

1. Pictures: Make a guessing game, "Who Am I?"
2. Act out the rhythms that typify the activities of school helpers, such as sleeping, cooking, talking, etc.
3. Poem for game: "Telephone"

1st "Ring, ring, ring, ring,"
I can hear the telephone say:
"Ring, ring, ring, ring,

2nd Is anyone at home today?"

3rd "Ring, ring, ring, ring,"
Answer quickly! Stop your play!

All "Ring, ring, ring!"

C. Building and Playgrounds

INSTRUCTION TO TEACHER. Make an outside tour for location of buildings and explaexplanation about the use of playground equipment.

EXPOSITION

Teacher: Boys and girls, today we will talk about the outside of our school. Repeat after me as I show you each thing.

BASIC DIALOGUE

Teacher:	(Standing before the main building) Here is the school.	Pupils:	Here is the school.
	(Standing before the flag) Here is the flag.		Here is the flag.
	(Standing on sidewalk) This is the sidewalk.		This is the sidewalk.
	(Walking over the playground) Here is the playground.		Here is the playground.

Teacher shows how to use equipment safely.

Teacher:	Now I will show you what we play on.		
	We play on the see-saw.	Pupil:	We play on the see-saw.
	(Going to merry-go-round) We play on the merry-go-round.		We play on the merry-go-round.

Teacher continues with same basic dialogue. He includes such basic words as the following: fountain, cafeteria, street, swing, slide, and game. Also include toys for outside play: ball, bat, and rope.

DIALOGUE ADAPTATION

Questions are to be basic dialogue. Additional known vocabulary words are to be included. Response should be made by the individual or by the group.

Teacher:	Julian, is our school large or small?	Julian:	Our school is large.
	Jessie, what color is the merry-go-round?	Jessie:	The merry-go-round is green.
	Julian, go to the board and find a picture of a flag.	Julian:	Here is a flag.

Follow the same procedure for each building or piece of playground equipment. Have the child give oral response.

DIRECTED DIALOGUE

The teacher cues the pupil on specific questions to ask another student. If the child hesitates to answer, the entire class or group asks the question. If the answering child hesitates, the group responds.

Teacher:	Socorro, ask Martin what we play with.	Socorro:	Martin, what do we play with?
		Martin:	We play with a rope.
	Mary, ask Marina where she likes to play.	Mary:	Marina, where do you like to play?
		Marina:	I like to play on a see-saw.
	Pedro, ask Juan what he salutes.	Pedro:	Juan, what do you salute?
		Juan:	I salute the flag.

STRUCTURE DRILL

Through models, the teacher makes the pupil become aware of different patterns of speech in English.

Teacher:	I go up and down on the see-saw.	Pupil:	I go up and down on the see-saw.
	We		We
	They		They

Teacher:	Jovita goes up and down.		Juan goes up and down.
	She		He
	Mario		Martha
	He		She
	I walk on the sidewalk.		I walk on the sidewalk.
	We		We
	They		They
	Mike walks on the sidewalk.		Mike walks on the sidewalk.
	He		He
	Rose		Rose
	She		She

REPLACEMENT DRILL

The teacher may substitute the noun, verb, or adjective in separate drills after presenting model, using as many vocabulary words as possible.

Teacher:	The school is big.	Pupil:	The school is big.
	The cafeteria		The cafeteria
	The playground		The playground
	The ball		The ball
	Manuel walks on the sidewalk.		Manuel walks on the sidewalk.
	Maria runs		Maria runs
	Jose jumps		Jose jumps
	I see a pretty vase.		I see a pretty vase.
	pretty yellow vase.		pretty yellow vase.
	big vase.		big vase.

D. Activities

INSTRUCTIONS TO THE TEACHER. Present three or four action pictures, identifying each activity, making sure pupils associate the picture with the word.

EXPOSITION

Teacher: Boys and girls, today we are going to talk about some of the things we do in school. Now repeat after me as I name each thing.

BASIC DIALOGUE

Teacher:	(Showing a picture) We draw in school.	Pupils:	We draw in school.
	We play in school.		We play in school
	We dance in school.		We dance in school.

With the use of action pictures, or the action itself, follow the same procedure for each activity named: color, count, cut, drink, paste, stand, jump, hop, knock, show, find, walk, tell.

SUPPLEMENTARY MATERIAL

There is a great opportunity for review vocabulary as well as expansion of present vocabulary in discussing the listed activities. Using the same basic language patterns, begin use of selected qualitative words. For example:

We jump high.
fast.
far.

We walk fast.
slowly.
quietly.

We find colors.
pictures.
toys.

We cut paper.
pictures.

DIALOGUE ADAPTATION

The teacher asks questions based on language patterns which have been introduced, plus additional known vocabularies.

Teacher:	(Shows a picture) What is this?	Pupil:	That is a girl.
	What is she doing?		She is drawing.
	What is she drawing?		She is drawing a house.
	Who is this?		That is a boy.
	What is the boy doing?		He is running.
	Why is the boy running?		He is playing.

Follow the same procedure for each activity; have the children identify the activity. If the child hesitates, have the whole group answer, then have the individual child repeat.

DIRECTED DIALOGUE

The question-answer process is first practiced between teacher and pupil. As the phrases become familiar enough, the teacher may begin pupil-pupil question-answer practice as he cues the pupil on specific questions to ask another pupil.

Teacher:	Joe, what is the boy doing?	Joe:	He is jumping.
	Joe, ask Maria what the boy is doing.		What is the boy doing?
		Maria:	The boy is jumping.
	Maria, ask John what the boy is doing.		What is the boy doing?
		John:	The boy is jumping.

Continue the same procedure, asking children (chain-reaction response) to identify the various activities.

STRUCTURE DRILLS

Teacher:	Pupils:
What do we do at school?	We jump at school.
	play
	run
	draw
	color
Who counts at school?	Mary counts at school.
	John
	She
	He
Can you walk?	Yes, I can walk.
jump?	jump.
hop?	hop.
knock?	knock.
I can dance.	I can dance.
He	He
You	You
They	They
She	She
We	We
Joe is running.	Joe is running.
He	He
Mary	Mary
She	She
Joe and Mary are running.	Joe and Mary are running.
They	They
We	We
I can count.	I can count.
She	She
We	We
He	He
They	They

The model sentence is presented to the pupil and he is asked to repeat it. After he becomes aware of each pattern, the teacher may substitute the noun, verb, or adjective in separate drills, using as many vocabulary words as possible.

UNIT IV

COLORS

EXPOSITION

Teacher: Boys and girls, today we are going to learn the names of the colors. Now, repeat after me as I show you each color.

BASIC DIALOGUE

Identification of each color with group response.

Teacher:	This is orange.	Pupils:	This is orange.
	This is red.		This is red.

Follow same procedure for each basic color: white, black, blue, purple, pink, brown, and yellow.

DIALOGUE ADAPTATION

Questions based on basic dialogue plus additional known vocabularies.

Teacher:	Linda, where is the orange color? Go the board and point to it.	Linda:	(Pointing to the board) Here is the orange color.
	Tomas, where is the orange color? Go the board and point to it.	Tomas:	(Pointing) This is the orange color.

Follow same procedure for each basic color, having each child identify the color. If the child hesitates, have the whole group answer; then have the individual child repeat.

DIRECTED DIALOGUE

The teacher cues the child on specific questions to ask another pupil, while pointing to a specific color without mentioning color by name.

Teacher:	Alberto, ask Elena to find this color (point to black).	Alberto:	Elena, find the black color.
		Elena:	There is the black color.
	Maria, ask Oscar to find this color (point to blue).	Maria:	Oscar, find the blue color.
		Oscar:	There is the blue color.

Continue the same procedure, asking children (chain-reaction response) to identify colors, using "There is" since children are pointing to the color from their seats and not at the board.

UNIT V

NUMBER AND COLOR COMBINATIONS

EXPOSITION

Teacher: Boys and girls, we are going to look at the colors and learn to count.

BASIC DIALOGUE

Teacher: Now, let's count the boys.

Teacher counts each boy as the class repeats after.

Teacher: Now, let's count the girls.

Teacher counts each girl as the class repeats after.

Teacher: Now, let's look at all these pretty things and let's count them.

Teacher identifies and counts flannel objects in groups, ranging from 1 to 10:

Teacher: Let's count the trees: 1, 2, 3, 4, 5, 6, 7.

Children count with the teacher.

Teacher:	I see six green trees.	Pupils:	I see six green trees.
	Let's count five blue stars.		1, 2, 3, 4, 5 . . .
	I see five blue stars.		I see five blue stars.

Continue same procedure for other objects clustered in groups of one to ten.

DIALOGUE ADAPTATION

Questions based on basic dialogue plus additional known vocabularies.

Teacher:	Julian, go to the board and find three birds.	Julian:	Here are three birds: one, two, three.
	Teresa, I see five green trees. Do you see them?	Teresa:	(Pointing) I see five green trees: 1, 2, 3, 4, 5.
	(Pointing to 2 yellow chicks) What do you see, Jaime?	Jaime:	I see two yellow chicks: one, two.

DIRECTED DIALOGUE

Teacher cues child on specific questions to ask another pupil.

Association

Teacher:	Find three things that are green, Ruben.	Ruben:	The tree, the bell, and the box are green.
	Ask Rolando if he can find two red things.		Rolando, find two red things.
		Rolando:	The truck and the clown are red.
	Gilberto, ask Lupe to find three blue things.	Gilb.:	Lupe, find three blue things.
		Lupe:	The towel, the bird, and the chair are blue.

Substitution Drill

1. Singular form

Teacher:	The tree is green. bell box	Pupils:	The tree is green. bell box

2. Plural form

Teacher:	The cherries are red. trucks clowns	Pupils:	The cherries are red. trucks clowns
	The grapes are purple. dolls butterflies		The grapes are purple. dolls butterflies

UNIT VI

PARTS OF THE BODY

INSTRUCTIONS TO THE TEACHER. Present vocabulary words relating to the parts of the body, along with pictures, making sure that the pupils associate the pictures with the words.

EXPOSITION

Teacher: Boys and girls, today we are going to learn the names of the parts of the body.

BASIC DIALOGUE

Teacher:	(Show the picture of an ankle) This is an ankle.	Pupils:	This is an ankle.

Repeat several times, making sure that all children are responding.

Teacher:	This is an ear.	Pupils:	This is an ear.

Continue same procedure, naming eleven parts of the body to be introduced.

Teacher:	Where is your ear?	Pupils:	Here is my ear (pointing).
	What is this picture?		This is a leg.

DIALOGUE ADAPTATION

The questions would be based on basic dialogue, but would be reworded to be recognized by the pupil. Encourage individual responses by pupil. Should the pupil hesitate to answer, then the individual pupil repeats. In this phase of presentation, use supplementary materials such as colors, numbers, size comparison, etc.

Teacher:	What is this?	Pupils:	This is a hand.
	Is it a little or a big hand?		It is a little hand.
	Could it be a baby's hand?		Yes.
	What are these?		These are fingers.
	How many are there?		There are five fingers.
	What are these?		These are eyes.
	What color are the eyes?		The eyes are green.
	How many eyes are there?		There are two eyes.
	What is on top of the eyes?		Eyelashes.
	What can you do with your eyes?		See.

Teacher:	Joe, go to the board and find a picture of a hand.	Joe:	This is a hand.
	How many fingers does it have?		This hand has five fingers.
	How many hands do you have?		I have two hands.

DIRECTED DIALOGUE

The teacher cues the students on specific questions to ask another pupil.

Teacher:	Juan, ask Ana what color her hair is.	Juan:	What color is your hair?
		Anna:	Brown.
	Joe, ask Juan what color his eyes are.	Joe:	What color are your eyes, Juan?
		Juan:	Green.
	Lupe, ask Lola how many fingers she has.	Lupe:	How many fingers do you have?
		Lola:	I have ten fingers.

STRUCTURE DRILL

Through models, the teacher makes the pupil aware of different patterns of speech in English.

Response to Drill. Present your model sentence and tell the pupils to repeat.

Teacher:	(Points.) What do you have?	Pupil:	I have an arm.
	What do you have?		I have a foot.
	What does he have?		He has a leg.
	What does she have?		She has a head.
	What does this girl have?		This girl has fingers.
	What do I have?		You have a shoulder.

Substitution Drill. Present your model sentence and tell the pupil to repeat.

Teacher:	I have a head.	Pupils:	I have a head.
	We		We
	They		They
	He		He
	She		She

Replacement Drill. Teacher may substitute the noun, verb, or adjective in separate drills after presenting a model, using as many vocabulary words as possible.

Teacher:	Pupils:
The hand is little.	The hand is little.
The foot	The foot
The arm	The arm
The head	The head
My tongue is red.	My tongue is red.
My lip	My lip
My mouth	My mouth
My ear	My ear
My nose	My nose

UNIT VII

CLEANLINESS

EXPOSITION

Teacher: Boys and girls, today we are going to talk about getting up in the morning.

BASIC DIALOGUE

Use pictures to identify words.

Teacher:	This is the bathroom.	Pupils:	This is the bathroom.
	bathtub.		bathtub.
	lavatory.		lavatory.
	toilet.		toilet.
	mirror.		mirror.
	soap.		soap.
	towel.		towel.
	toothbrush.		toothbrush.
	toothpaste.		toothpaste.
	washcloth.		washcloth.
	This is a brush.		This is a brush.
	a comb.		a comb.

Follow the same procedure with other words that lend themselves to this activity.

DIALOGUE ADAPTATION

Teacher:	Juan, go to the board and point to the bathroom.	Juan:	Here is the bathroom.
		Class:	There is the bathroom.
	Antonio, point to the lavatory.	Antonio:	Here is the lavatory.
		Class:	There is the lavatory.
	Maria, point to the toilet.	Maria:	Here is the toilet.
		Class:	There is the toilet.
	Kathy, point to the mirror.	Kathy:	Here is the mirror.
		Class:	There is the mirror.
	Lupe, point to the soap.	Lupe:	Here is the soap.
		Class:	There is the soap.
	Susie, point to the towel.	Susie:	Here is the towel.
		Class:	There is the towel.

Teacher:	Tomas, point to the toothbrush.	Tomas:	Here is the toothbrush.
		Class:	There is the toothbrush.
	Armando, point to the toothpaste.	Armando:	Here is the toothpaste.
		Class:	There is the toothpaste.
	Ramiro, point to the washcloth.	Ramiro:	Here is the washcloth.
		Class:	There is the washcloth.
	I wash my face (demonstrating with hands). Do you wash your face, Lupe? How about you, Antonio? Let's everybody wash our faces.	Class:	We wash our faces.

DIRECTED DIALOGUE

Dramatize action words as much as possible.

Teacher:	Susie, ask Michael to find the towel (pointing to board).	Susie:	Michael, find the towel.
		Michael:	Here is the towel.
	Juan, ask Ramiro to find the bathroom.	Juan:	Ramiro, find the bathroom.
		Ramiro:	Here is the bathroom.
		Class:	There is the bathroom.
	Antonio, ask Elena to find the lavatory.	Antonio:	Elena, find the lavatory.
		Elena:	Here is the lavatory.
		Class:	There is the lavatory.
	Antonio, ask Julio to wash his face.	Antonio:	Julio, wash your face.
		Julio:	I wash my face.
	Michael, ask Jessie to comb his hair.	Michael:	Jessie, comb your hair.
		Jessie:	I comb my hair.
	Rosario, ask Frances to brush her teeth.	Rosario:	Frances, brush your teeth.
		Frances:	I brush my teeth.
	Julian, ask Martin to point to the soap.	Julian:	Martin, point to the soap.

Martin: Here is the soap.

Class: There is the soap.

STRUCTURE DRILL

Through models, the teacher makes the pupils aware of different patterns of speech.

Response to drill

Teacher:	Manuel, wash your face with soap. What is Manuel doing, Class?	Pupils:	He is washing his face.
	Dry your face with the towel. What is he doing?		He is drying his face with a towel.
	Maria, is the towel large?	Maria:	No, the towel is small.
	Jovita, is the towel red?	Jovita:	No, Ma'am, the towel is white.
	Celia, how do you brush your teeth?	(Celia demonstrates.)	
	Do you brush your teeth that way, Lupe?	Lupe:	Yes, that's how I brush my teeth.
	Lilia, do you wash your face with a washcloth?	Lilia:	Yes, I wash my face with a washcloth.
	Armando, with what do you comb your hair?	Armando:	I comb my hair with a brush.

Substitution Drill

Present your model based on unit materials plus supplementary materials and tell pupils to repeat it. Then replace one element of your sentence (noun, verb, adjective, etc.) and have children repeat entire original sentence with new substitution.

Teacher:	Juan combs his hair. He Maria combs her hair. She	Pupils:	Juan combs his hair. He Maria combs her hair. She
	Miguel brushes his teeth with a toothbrush. He		Miguel brushes his teeth with a toothbrush. He
	We wash our hands with soap. face legs arms		We wash our hands with soap. face legs arms

Jose went to the bathroom.
Maria
She

Lilia washed her hands in the lavatory.
Mario
Martha
Jessie

Jose went to the bathroom.
Maria
She

Lilia washed her hands in the lavatory.
Mario
Martha
Jessie

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UNIT VIII

TRAFFIC SAFETY

INSTRUCTION TO TEACHER. Alternate procedures are given here for the sake of variety in different lessons.

EXPOSITION

Teacher: Boys and girls, today we are going to talk about crossing the street.

BASIC DIALOGUE

In basic dialogue and supplementary material, the teacher gives the model and the students repeat it after the teacher. An example is given below; thereafter, only the model is given. Pictures should be used to identify and illustrate the following as they are presented.

In the classroom

Teacher:	This is a truck.	Pupils:	This is a truck.
	This is a car.		This is a car.

Repeat this pattern, using bus, bicycle, motorcycle, train, fire truck, policeman, sidewalk, street, corner, crossing, stop sign, stop light, train, track.

Notice how children say the al in sidewalk. Some pupils tend to pronounce al as aw, au, and ou, with the short u sound rather than with the awe sound. The awe sound is produced by dropping the lower jaw and shaping the mouth in the form of a c. At the same time, the sound is made deep in the mouth.

Also, make sure that the u in bus is pronounced correctly. Some pupils tend to use a long u or oo sound in place of the short u sound.

Watch that an e sound isn't added before the following words: street, stop sign, and stop light.

In the street

Either go outside on a street corner and/or show pictures to illustrate. A role may be played for some words. The teacher's model is to be repeated by the pupils.

I cross the street.
I am careful when I cross the street.
I cross at the corner.
I cross at the crossing.
I stop before I cross.
I stop to look.
I look before I cross.
I look for cars.
I look for trucks.

I look for motorcycles.
I look for bicycles.
I look for buses.
I look for fire trucks.
I do not cross when I see a car.
truck.
motorcycle.
bus.
bicycle.
fire truck.
I stop to listen.
I listen before I cross.
I listen for horns of cars.
trucks.
motorcycles.
buses.
bicycles.

I don't cross when I hear a truck (motorcycle, bus, etc.).
A truck can bump me.
hit
hurt

Be careful to note whether the i in hit sounds like a long e, thus making the word heat. Note the same in the word listen. It should not sound like lease in For the short i sound, the lips are not tensed as much as for the long e sound. For the long e the tongue touches slightly against the sides of the mouth at the upper teeth, whereas, for the short i, the tongue is flat in the mouth but isn't quite as broad or high. The lips are drawn back as if to smile and the teeth are barely apart for the long e; the lips are not drawn back and the teeth are partially opened for the short i.

Watch to see that a short u is used in hurt and careful, rather than a long u or oo sound.

I ask a policeman to help me cross the street.
I ask the patrol boy to help me cross the street.
The policeman helps me cross the street.
The patrol boy helps me cross the street.

The light is green.
I cross the street.
The light is red.
I wait.
The light is red.
I don't cross the street.

SUPPLEMENTARY MATERIAL

Add other relationships not given in the basic dialogue. Make sure the alk in walk is pronounced correctly.

I walk — on the sidewalk.
You walk — along the side of the street.
They walk
We walk

Maria walks
She walks
Jose walks
He walks

The verb *run* may be substituted in the place of *walk*. Be sure that you hear a short *u* for *run*.

I don't run into the street before I stop.
step — look.
walk — listen.

There should be no *e* sound before *step*.

The car stops at the stop sign.
stop light.
The car stops when the light is red.
goes
The cars go when the light is green.

Substitute the following for *car* in the above sentences: *truck*, *bus*, *motorcycle*, and *bicycle*.

Don't be careless.
Be careful.
I am careful.
I don't walk in front of a car.
step
run

Repeat, using other vehicles.

I am careful.
I am not hit by a car.
I am not hurt by a car.
I am careful.
You must be careful.
Don't be careless.

Use other vehicles as objects of the sentences, such as truck, bus, motorcycle, bicycle, fire truck.

DIALOGUE ADAPTATION

The teacher asks questions based on language patterns introduced in the Basic Dialogue.

Repeat all patterns below using all vehicles (bus, car, truck, etc.):

Teacher:	Pupils:
What is this?	That is a car.
Where is it stopping?	It is stopping at a stop sign. It is stopping at a red light.
What is this?	That is a boy.
What is he doing?	He is stopping at a corner.
What does he want to do?	He wants to cross the street.
Why is he waiting?	He is waiting for cars. trucks. motorcycles.
What is he looking for?	He is looking for cars.
Does he see anything?	Yes, he sees cars coming. trucks etc. No, he doesn't see anything.
What is he listening for?	He is listening for trucks.
Is he careful?	Yes, he is careful.
How is he careful?	He looks before he crosses. stops listens
Is she careful? Are you careful?	Yes, she is careful. Yes, I am careful.
How are you careful?	I look before I cross.
Am I careful?	Yes, you are careful.
How am I careful?	You look before you cross.
Where do you walk?	I walk along the side of the street. I walk on the sidewalk.
Do you walk in the middle of the street?	No, I walk along the side of the street. No, I walk on the sidewalk.
Is there a sidewalk along your street?	No, there isn't any sidewalk along my street. Yes, there is

Teacher:	How many of you ride bicycles? Raise your hand if you ride a bicycle. Those of you who ride bicycles say, "Yes, I ride a bicycle."	Pupils:	Yes, I ride a bicycle.
	Those who don't ride a bicycle say, "No, I don't ride a bicycle."		No, I don't ride a bicycle.
	Mario, where do you ride your bicycle?	Mario:	I ride my bicycle along the side of the street.

Show pictures of vehicles stopping at a stop light.

Teacher:	When does the car stop?	Pupils:	The car stops when the light is red.
	When does the truck stop? bus bicycle etc.		The truck stops when the light is red.
	When do you stop at a corner?		When I want to cross the street.
	When do you cross the street?		When the light is green.
	If there is no light, when do you cross the street?		When no traffic is coming.
	Whom do you ask to help you cross the street?		I ask the policeman. patrol boy.
	Where do you cross the street?		I cross at the corner. crossing.

DIRECTED DIALOGUE

Use this method after the student has thoroughly mastered certain patterns established in the Dialogue Adaptation. The question-answer process is first practiced between teacher and pupil and then, later, between pupils.

Teacher:	Jose, who is crossing the street?	Jose:	A boy is crossing the street.
	Juanita, ask Maria who is crossing the street.	Juanita:	Maria, who is crossing the street?
		Maria:	A girl is crossing the street.
	Maria, ask Sylvia what is crossing the street.		Sylvia, what is crossing the street?
		Sylvia:	A cat is crossing the street.

The above can be further developed with other things crossing the street.

Teacher:	Emma, ask Elia what the man is doing.	Emma:	What is the man doing?
		Elia:	The man is crossing the street.
	Elia, ask Pedro what the woman is doing.		Pedro, what is the woman doing?
		Pedro:	The woman is crossing the street.
	Pedro, ask Tilly what the boy is doing.		Tilly, what is the boy doing?
		Tilly:	The boy is crossing the street.
	Tilly, ask Emilio what the girl is doing.		Emilio, what is the girl doing?
		Emilio:	The girl is crossing the street.
	Herman, ask Jessie if he is careful when he crosses the street.	Herman:	Jessie, are you careful when you cross the street?
		Jessie:	Yes, I am careful.
	Jessie, ask John if Marina is careful when she crosses the street.		John, is Marina careful when she crosses the street?
		John:	Yes, Marina is careful when she crosses the street.
	Juan, ask Sylvia if she is careful when she crosses the street.	Juan:	Sylvia, are you careful when you cross the street?
		Sylvia:	Yes, I am careful when I cross the street.

The above can also be developed by asking if the teacher, their mother, their sister, etc., are careful when they cross the street.

STRUCTURE DRILLS

Teacher:	The car is stopping at a red light.	Pupils:	The car is stopping at a red light.
	The bicycle		The bicycle
	The trailer truck		The trailer truck
	The motorcycle		The motorcycle
	I stop before I cross.		I stop before I cross.
	You		You
	We		We
	They		They

This pattern could be, "I stop before I cross the street."

Teacher:	Jose stops before he crosses.	Pupils:	Jose stops before he crosses.
	He		He
	Maria		Maria
	She		She
	I am careful.		I am careful.
	Jose is		Jose is
	He		He
	Maria		Maria
	She		She
	You are careful.		You are careful.
	We		We
	They		They
	Jose and Maria		Jose and Maria
	Jose looks for cars before he crosses.		Jose looks for cars before he crosses.
	trucks		trucks
	motorcycles		motorcycles
	bicycles		bicycles
	fire trucks		fire trucks
	buses		buses

The above pattern can be used, substituting Maria, he, she, you, or I for Jose. It could also be used substituting stop or listen for look.

Teacher:	I cross the street at the corner.	Pupils:	I cross the street at the corner.
	You		You
	We		We
	They		They

This pattern may also be used, replacing corner with crossing.

Teacher:	I listen for the horns of cars.	Pupils:	I listen for the horns of cars.
	of trucks.		of trucks.
	buses.		buses.
	motorcycles.		motorcycles.
	A truck can bump you.		A truck can bump you.
	hit		hit
	hurt		hurt
	help		help
	He was hit.		He was hit.
	She		She
	The man		The man
	The girl		The girl

SONGS, GAMES, FINGER PLAYS, etc., which go with this part of the unit

Songs

Texas Education Agency Bulletin 642, March, 1964, Preschool Instructional Program for Non-English-speaking Children:

"Be Careful," page 56
"Crossing the Street," p. 56
"Auto Horns," p. 57
"On the Bus," p. 53.

Variation on, "The Mulberry Bush."

This is the way we cross the street,
Cross the street, cross the street;
This is the way we cross the street
When we go to school.

This is the way we go to school,
Go to school, go to school;
This is the way we go to school
So early in the morning.

This is the way we stop for cars, etc.
look for cars
listen for cars
cross the street

UNIT IX

SAFETY IN WORK AND PLAY

EXPOSITION

Teacher: Boys and girls, today we are going to talk about many things that can help or hurt us, such as scissors, matches, knives, swings, steps, and see-saws.

BASIC DIALOGUE

Teacher gives the model sentence and the pupils repeat the model after the teacher.

Teacher:

This is a knife.
The knife is sharp.
The knife cuts.

This is a swing.
These are swings.
We like to swing in the swing.

This is a match.
A match makes fire.
These are matches.
Matches make fire.
Matches make fires.

This is a see-saw.
We like to ride on the see-saw.

The train is long.
The train whistle is loud.
The train goes on the track.

This is a pair of scissors.
The scissors are sharp.
The scissors cut.

This is a fire drill.
We have a fire drill.

This is a fireman.
This is his fire truck.
This is a fire hose.
This is a fire hydrant.
The fireman gets water from the fire hydrant.

These are steps.
This is a step.
I am careful when I climb steps.

NOTES

1. The sh in sharp should not sound like ch. If the chin is held firmly as the sound is being made, it is impossible to say, "ch."

2. Check whether correct u sound is given in the following words: out, up, put. Beware of the use of a long u or oo sound.

3. Take note that pupils not add an e sound before scissors and step.

4. Make sure that the d in loud, drill, and ride, is not pronounced as a t, thus making these words lout, trill, and rite. The d is a voiced sound, whereas t is voiceless.

5. The ire sound in fire doesn't exist in Spanish. Help the pupils form this sound properly through saying it clearly and having them imitate. Note that this sound is also present in hurt.

6. Note the short i sound in whistle, scissors, drill, and hit. Help the children distinguish between this sound and the long e, which results in weastle, seizesors, dreel, and heat.

7. The wh in whistle should be made more explosively than just a plain w sound. Avoid this word's becoming wistle. The same principle applies to the difference between witch and which.

8. Goes ends with a z sound rather than an s sound. The z sound doesn't exist in Spanish. Imitation of a bee is helpful in teaching pupils to produce this sound.

SUPPLEMENTARY MATERIAL

The following sentences are to be presented by the teacher and repeated by the students.

Be careful!
Stay on the swing until it stops.
You can fall from the swing. (Make sure that fall doesn't sound like full.)
Stay on the see-saw until it stops.

Be careful!
Watch for a well.
You can fall into a well.

Watch for steps.
You can fall down steps.
Don't push children down the steps.
Children can fall down the steps.
It hurts to fall.

Watch when you walk by the swing.
A swinging swing can hit you.

Stay away from a moving see-saw.
A moving see-saw can hit you.

Be careful with matches.
Matches make fires.
Fire burns.
Burns hurt.

The fireman goes to put out the fire.
The fireman rides on the fire truck.
The fireman fights the fire with water.
The firemen fight the fire with water.
Water comes out of the fire hose.

Water comes from the well.
The well is deep.

DIALOGUE ADAPTATION

Display either objects or pictures of the objects. Various parts of the situations also need illustration.

Teacher:	Jaime, can you come up and show me the knife? That's right. Say, "This is a knife."	Jaime:	This is a knife.
	Class, say, "That is a knife."	Class:	That is a knife.

Teacher: Which way am I cutting? Am I cutting toward me or away from me? (Demonstrate.)

Class: You are cutting away from you.

Teacher: Juanita, can you come up and show me the pair of big scissors? Good! What are these?

Juanita: These are scissors.

Teacher: That's right. You say "these" are scissors because you are here; and the class says "those" are scissors.

Class: Those are scissors.

Teacher:	Who uses the big scissors?	Class:	You use the big scissors.
	Jose, show us the little scissors.	Jose:	These are the little scissors.
	Who uses the little scissors?	Class:	We use the little scissors.
	Which way am I pointing the scissors?		You are pointing them toward the paper.
	Which way am I pointing the scissors now?		You are pointing them toward your eye.
	Which is the best way to point the scissors?		Point the scissors toward the paper.
	Can the scissors hurt the eye?		Yes, the scissors can hurt the eye.
	What do you cut with scissors?		I cut paper (cloth).
	Rudy, show me some matches.	Rudy:	This is a box of matches.
	Class, what is this?	Class:	That is a box of matches.
	What do we use matches for? What do we use the fire for? Can a house burn? Who puts the fire out?		We make a fire with matches. We cook with fire. Yes, a house can burn. The firemen put the fire out.
	How do the firemen come to the fire?		They come on the fire truck.
	Does the fire truck go slow?		No! The fire truck goes fast.
	What do the firemen use to put the fire out?		The firemen use water to put the fire out.

Teacher:	What does the water come out of?	Class:	The water comes out of the fire hose.
	Hermila, show me the picture of a well.	Hermila:	This is a well.
	Yes! Class, what is this?	Class:	That is a well.
	What is in the well?		There is water in the well.
	Is the well deep?		Yes, the well is deep.
	Can you fall into the well?		Yes, I can fall into the well.
	Tony, will you fall into the well?	Tony:	No, I won't fall into the well. I am careful.
	Manny, show me the picture of a see-saw.	Manny:	This is a see-saw.
	Do you like a see-saw?		Yes, I like a see-saw.
	Do you ride on a see-saw?		Yes, I ride on a see-saw.

Demonstrate how one can get hurt if he walks too near the see-saw and swings when they are being used. Also, show how both children must have their feet on the ground before they get off the see-saw or swing.

Teacher:	Linda, show us the picture of a swing.	Linda:	This is a swing.
	Class, what is this?	Class:	That is a swing.
	What do you do in the swing?		I swing in the swing.
	Elia, how do you push the swing?	Elia:	I push the swing like this.
	Do you push the swing carefully?		Yes, I push the swing carefully.
	Wanda, show us the picture of steps.	Wanda:	These are steps.
	What are these, class?	Class:	Those are steps.
	Can you fall down steps?		Yes, I can fall down steps.
	Do you fall down steps?		No; I am careful.
	Belia, show us the train.	Belia:	This is a train.
	Class, what is this?	Class:	That is a train.
	Is the train short?		No! The train is long.
	Is the train whistle loud?		Yes, the train whistle is loud.
	What goes on the railroad track?	Class:	The train goes on the railroad track.

Teacher:	How do the cars know when to stop for the train?	Class:	When they see it coming.
	Yes; how else do they know?		When they see the red lights are blinking.

DIRECTED DIALOGUE

Teacher:	Elena, ask Oscar what I have.	Elena:	What does he(she) have?
		Oscar:	He(she) has a knife.
	Oscar, ask Hermila whether the knife is big or little.		Hermila, is the knife big or little?
		Hermila:	The knife is little.
	Hermila, ask Elia what I have now.		What does he(she) have now?
		Elia:	He(she) has a pair of scissors.
	Elia, ask Linda whether the scissors are big or little.		Are the scissors big or little?
		Linda:	They are big.
	Linda, ask Mario if the scissors cut.		Mario, do the scissors cut?
		Mario:	Yes, they cut.
	Mario, ask Sylvia what this is.		Sylvia, what is that?
		Sylvia:	That is a swing.
	Sylvia, ask Anna what you do on a swing.		Anna, what do you do on a swing?
		Anna:	I swing on a swing.
	Anna, ask Olivia what this is.		What is that?
		Olivia:	That is a see-saw.
	Olivia, ask Fred what you do on a see-saw.		What do you do on a see-saw?
		Fred:	I ride on a see-saw.
	Fred, ask Maria what this is.		What is that, Maria?
		Maria:	That is a fire.
	Maria, ask Jaime what is burning.		What is burning?
		Jaime:	A house is burning.

Teacher:	Martha, ask Rudy what the firemen are doing.		What are the firemen doing?
		Rudy:	The firemen are putting out the fire.

The above pattern may be followed to show that the water is coming out of the fire hose to put out the fire; that the fire truck is used to carry things for putting out the fire and for pumping water; that a well is very deep and easy to fall into and get hurt; that one can fall down steps if he doesn't watch where he walks; and that we should look for a train before we cross the tracks.

STRUCTURE DRILL

Teacher:	This is a knife.	Pupils:	That is a knife.
	swing.		swing.
	match.		match.
	see-saw.		see-saw.
	well.		well.
	fire truck.		fire truck.
	fire hose.		fire hose.
	fire drill.		fire drill.
	train.		train.
	These are matches.		These are matches.
	steps.		steps.
	scissors.		scissors.
	tracks.		tracks.
	knives.		knives.
	Mother cuts out dresses with scissors.		Mother cuts out dresses with scissors.
	shirts		shirts
	blouses		blouses
	skirts		skirts
	I cut out paper dolls with scissors.		I cut out paper dolls with scissors.
	horses		horses
	dogs		dogs

The above pattern may be continued with other things which the pupils may cut out, or may be modified to, "I cut paper with scissors," "I cut string with scissors," "I cut fingernails with scissors," etc.

Teacher:	Houses burn in fires.	Pupils:	Houses burn in fires.
	Schools		Schools
	Stores		Stores
	Clothes		Clothes

A modification of the above pattern might be, "Houses are lost in fires." Other nouns could also be added, such as books, beds, mothers, etc.

Teacher:	Pupils:
He rides on the train.	He rides on the train.
fire truck.	fire truck.
see-saw.	see-saw.
bus.	bus.
Father cuts wood with a knife.	Father cuts wood with a knife.
meat	meat
bread	bread
Look for steps.	Look for steps.
trains.	trains.
wells.	wells.
cars.	cars.

Watch out could be used in place of look.

Teacher:	Pupils:
I listen for the train whistle.	I listen for the train whistle.
policeman's whistle.	policeman's whistle.
my father's whistle.	my father's whistle.
He can push me into the well.	He can push me into the well.
street.	street.
tracks.	tracks.
down the steps.	down the steps.

UNIT X

TOYS

INSTRUCTION TO THE TEACHER. Present toys, identifying each.

EXPOSITION

Teacher: Boys and girls, today we are going to talk about our toys in the room.

BASIC DIALOGUE

Teacher:	(Pointing to picture of doll) This is a doll.	Pupils:	This is a doll.
	Wagon.		Wagon.
	This is a ball.		This is a ball.

SUPPLEMENTARY MATERIAL

This would consist of any review vocabulary that might be pertinent to the present unit, such as colors, numbers, size comparison, clothing, parts of the body, etc.

DIALOGUE ADAPTATION

The questions would be based on basic dialogue, but would be reworded to be recognized by pupils. Encourage individual responses by pupils. Should the pupil hesitate to answer, have the group answer, then the individual pupil repeat. In this phase of your presentation, include your supplementary materials.

Teacher:	What is this? (Point to picture of a doll.)	Pupil:	This is a doll.
	What is the color of the doll's hair?		It is brown.
	Is this a mother doll or a baby doll?		It is a baby doll.
	What color is this wagon?		It is red.
	Is this a blue ball or a yellow ball?		It is a blue ball.
	What color is this ball?		This ball is brown.
	What color is this train?		It is black.
	What does the train do?		It runs.
	And what else?		It whistles.
	How many sides does this block have?		It has six sides.

Teacher:	What is this? (Point to picture of airplane.)	Pupil:	It is an airplane.
	What does the airplane do?		It flies.
	Where does it go?		It goes in the sky.
	What color is the truck?		The truck is blue.
	What do trucks do?		They haul things.
	What color is this ship?		It is a white ship?
	Where will the ship run?		It will run on water.

DIRECTED DIALOGUE

The teacher cues the student on specific questions to ask another pupil. If the child hesitates in asking, the entire class or group asks the question. If the answering child hesitates, the group responds.

Teacher:	Juan, ask Maria the color of the sky.	Juan:	What is the color of the sky?
		Maria:	The sky is blue.
	Maria, ask Pablo if the wagon is big or little.		Pablo, is the wagon big or little?
		Pablo:	It is big.
	Pablo, ask Juanita what the ball looks like.		Juanita, what does the ball look like?
		Juanita:	It has stripes.
	Juanita, ask Miguel what the airplane does.		Miguel, what does the airplane do?
		Miguel:	It flies up in the air.

UNIT XI

PETS

INSTRUCTIONS TO THE TEACHER. Present three or four pictures identifying each animal, making sure youngsters associate the picture with the word.

EXPOSITION

Teacher: Boys and girls, today we are going to talk about pets: our animals around the house.

BASIC DIALOGUE

Teacher (pointing to picture of a dog): This is a dog.

Pupils: That is a dog.

Watch for elongation in dog as children say the word again. Have children show by moving hands out in crescendo how to prolongate the o sound so that they will make the distinction between this and the usual short sound in Spanish.

Teacher:	This is a cat. Cat.	Pupils:	That is a cat. Cat.
	This is a bird.		That is a bird.

The ir sound does not exist in Spanish. Help youngsters form the sound in isolation by placing sound properly in mouth and having child do the same.

Continue the same procedure for fish, rabbit, puppy, turtle, chicken, kitty, bear, chicken, rooster, deer, donkey, duck, frog, parrot, parakeet, lamb, pony, rabbit, turtle, snake. In each case view the pronunciation as a model first, and judge the correctness of the children's pronunciation secondly.

Beware of the ee sound for the short i in fish which does not exist in Spanish, and take time to help the child place it correctly. Also, the sh. To prevent children from using ch to replace this sound, have them hold lower jaw closed by placing the hand hard under the chin; thus, only sh is possible.

SUPPLEMENTARY MATERIAL

This would consist of any review vocabulary that might be pertinent to the present unit, such as colors, numbers, size comparisons, etc. Suggested for this unit are such children's songs as, "Old MacDonald," "Mary Had a Little Lamb," and "Doggy in the Window."

DIALOGUE ADAPTATION

The questions would be based on basic dialogue, but would be reworded to be recognized by pupils. Encourage individual responses by pupils. Should the pupil hesitate to answer, have the group answer, then the individual pupil repeat. In this phase of presentation, include the supplementary materials.

Teacher:	Pupil:
What is this?	That is a dog.
What color is the dog?	The dog is brown.
Is this a big dog or a little dog?	It is a little dog.
What is the little dog called?	It is called a puppy.
Is this a pupp ?	No, it is a big dog.
Is this a big or little cat?	It is a little cat.
What is a little cat called?	It is a kitten.
What color is this bird?	It is a yellow bird.
Who knows what a yellow bird is called?	It is a canary.
Is the bird little or big?	The bird is little.
What does it do?	The bird sings.
Where is the bird?	The bird is in the tree.
And where else?	In the cage.
What color is the fish?	The fish is orange.
What is this fish called?	It is a goldfish.
Is it a little or big fish?	It is a little fish.
What does it do?	It swims.
Where does it swim?	It swims in a bowl or in a fishpond.
Who can tell me what this is?	This is a bear (touching picture). That (pointing from desk)
Is this a big bear?	Yes, it is a polar bear.
What color is the bear?	It is white.
Who can tell me what animal says, "chick, chick, chick?"	A chicken says, "Chick, chick, chick."
Do you see a chicken (pointing)?	Yes, I see a chicken.
What color is the chicken?	The chicken is red.
Where is the chicken?	There is the chicken (pointing).
Does a chicken have feathers? (Show them a feather.)	Yes, a chicken has feathers.
What do you call a mother chicken?	A mother chicken is a hen.
What says, "Cock-a-doodle-doo?"	The rooster says, "Cock-a-doodle-doo!"
Does a rooster have feathers?	Yes, a rooster has feathers.

Teacher: (Showing picture of a deer)

Oh! What is this?	That is a deer.
What color is the deer?	The deer is brown.
What is the deer doing? (Picture of deer eating)	The deer is eating.
What is this?	That is a donkey.
(Show picture of bear)	
Is this a donkey?	No, that is a bear.
(Show picture of donkey)	
Is this a donkey?	Yes, that is a donkey.
Is this a grey donkey?	No, that is a brown donkey.
Can you see a duck?	Yes, I see a duck.
What does the duck say?	The duck says, "Quack, quack."
What color is the duck?	The duck is white.
Who says, "Croak, croak?"	The frog says, "Croak, croak."
What color is the frog?	The frog is green.
What does the frog do?	The frog jumps.
Who had a little lamb?	Mary had a little lamb.
What color was the lamb's fleece?	The lamb's fleece was white.
What is this green bird?	That green bird is a parrot.
Can a parrot talk?	Yes, a parrot can talk.
Which little bird looks like a small parrot (Picture of parakeet)?	A parakeet looks like a little parrot.
Do you see a parakeet?	Yes, I see a parakeet.
What is this?	That is a monkey.
What color is it?	It is a brown monkey.
What is he doing?	The monkey is playing.
Is this a pony?	Yes, that is a pony.
What color is the pony?	The pony is black.
Do you like to ride a pony?	Yes, I like to ride a pony.
What is this (Picture of a rabbit)?	That is a rabbit.
What color is the rabbit?	The rabbit is white.

Teacher:	Pupil:
What is the rabbit doing?	(According to picture)
What is this?	That is a turtle.
What color is the turtle?	The turtle is green.
What is this?	That is a snake.
Can you hear a snake?	Yes, a snake goes, "S-s-s-s-s-s-."
Are you afraid of snakes?	Yes, I am afraid of snakes.

DIRECTED DIALOGUE

The teacher cues the student on specific questions to ask another pupil. If the child hesitates in asking, the entire class or group asks the question. If the answering child hesitates, the group responds.

Teacher:

Juan, ask Maria the color of the dog.	Juan:	What is the color of that dog?
	Maria:	It is brown.
Lupe, ask Ruben the color of the kitten.	Lupe:	What is the color of the kitten?
	Ruben:	The kitten is gray.
Ruben, ask Lupe if the kitten is little or big.	Ruben:	Is the kitten little or big?
	Lupe:	The kitten is little.
Matilda, ask Jesus where the bird is.	Matilda:	Jesus, where is the bird?
	Jesus:	The bird is in the tree.
Jesus, ask Lola what the fish is doing.	Jesus:	Lola, what is the fish doing?
	Lola:	The fish is swimming.
Betty, ask Maria if the bear is big.	Betty:	Is the bear big, Maria?
	Maria:	Yes, it is.
Raul, ask Lilia which animal says, "Chick, chick, chick."	Raul:	Which animal says, "Chick, chick, chick?"
	Lilia:	The chicken says, "Chick, chick, chick."
Magda, ask Leon if the rooster has feathers.	Magda:	Does the rooster have feathers?
	Leon:	Yes, it has feathers.
Berta, ask Luisa to show you a feather.	Berta:	Show me a feather, please.
	Luisa.	Here is a feather.
Beto, ask Berta to tell you what the lion is doing.	Beto:	What is the lion doing?
	Berta:	The lion is sleeping.
Pilar, ask Ruben to tell you what color the donkey is.	Pilar:	What color is the donkey?
	Ruben:	The donkey is brown.
Marta, ask Paula what the duck says.	Marta:	What does the duck say?
	Paula:	The duck says, "Quack, quack."
Jose, ask Daniel to tell you what color the frog is.	Jose:	What color is the frog, Daniel?
	Daniel:	The frog is green.

Teacher:		
Diana, ask Carlos what color the lamb's fleece is.	Diana: Carlos:	What color is the lamb's fleece? The lamb's fleece is white.
Sara, ask Raul if a parrot talks.	Sara: Raul:	Can a parrot talk? Yes, a parrot can talk.
Mike, ask Emma if a parakeet looks like a parrot.	Mike: Emma:	Does a parakeet look like a parrot? Yes, a parakeet looks like a parrot.
Benny, ask Tom if he likes to ride a pony.	Benny: Tommy:	Do you like to ride a pony? Yes, I do.
Tom, ask Tony what the rabbit is doing.	Tommy: Tony:	What is the rabbit doing? The rabbit is running.
Beto, ask Rudy if the turtle is green.	Beto: Rudy:	Rudy, is the turtle green? Yes, the turtle is green.
Mike, ask Linda if she's afraid of snakes.	Mike: Linda:	Are you afraid of snakes, Linda? Yes, I am afraid of snakes.

STRUCTURE DRILL

Through models, the teacher makes the pupil aware of different patterns of speech in English.

Response to Drill. Elicit responses to questions based on unit.

Teacher:	Pupils:
What do you have?	I have a dog.
What do you have?	I have a cat.
What does he have?	He has a dog.
What does she have?	She has a cat.
What do I have?	You have a bird.
What do you have?	I have a chicken.
What do you have?	I have a rooster.
What does he have?	He has a chicken.
What does Mario have?	Mario has a chicken.
What does Marina have?	Marina has a rooster.
What does Marina have?	She has a rooster.
What do they have at the zoo?	They have a bear.
What do they have at the ranch?	They have a deer.
What have you got?	I have a baby chicken.

Teacher:	Pupils:
What do I have?	You have a rabbit.
What do you have?	I have a donkey.
What does Magda have?	She has a duck.
What does Manny have?	He has a frog.
What have they got?	They have a lamb.
What does she have?	She has a parrot.
What does he have?	He has a parakeet.
What are they riding?	They are riding a pony.
What do you have?	I have two rabbits.
What does Lilia have?	Lilia has a turtle.
What does Emma have?	She has a snake.

Make it a game. Use clay, cardboard, and other types of toy figures. Hand them out and ask questions.

Substitution Drill. Present your model sentence and tell the pupil to repeat.

Teacher:	Pupils:
What do you have?	I have a dog.
we	We
they	They
He has a dog.	He has a dog.
She	She

Follow the same procedure with fish, elephant, goose, camel, horse, frog, lamb, chicks, fly, caterpillar, butterfly, lion, kitten, turtle, canary, and tiger.

Replacement Drill. The teacher may substitute the noun, verb, or adjective in separate drills after presenting a model, using as many vocabulary words as possible.

Teacher:	Pupil:
The elephant is gray.	The elephant is gray.
The canary is yellow.	The canary is yellow.

Follow the same procedure with bird, chicken, rooster, bear, deer, donkey, duck, parrot, parakeet, pony, rabbit, and snake.

Following the same pattern, add other words that the children know, matching colors.

UNIT XII

CLOTHES WE WEAR

INSTRUCTIONS. Have several pictures of the different types of clothes. If possible, have paper dolls and toy dolls with a variety of clothes each.

EXPOSITION

Teacher: Boys and girls, today we are going to learn the names of our clothes.

BASIC DIALOGUE

Teacher:	(Pointing to her dress) I have on a dress.		
	(Holding picture of dress) This is a dress.	Pupils:	That is a dress. (Repeat 3 or 4 times.)
	(Picture of skirt) This is a skirt.		That is a skirt. (Repeat.)
	This is a blouse.		That is a blouse.
	Now, I'm going to ask the girls what they are wearing today.		
	Kathy, what are you wearing?	Kathy:	I'm wearing ________.

If the pupil hesitates, point to picture and ask, "Are you wearing a dress or a skirt and blouse?"

Repeat above dialogue by calling on several girls, asking what they are wearing, having them answer and having the class say what each girl is wearing, repeating each sentence three or four times.

Teacher:	Now, let's look at the clothes the boys wear.		
	(Picture) These are pants.	Pupils:	Those are pants.
	This is a shirt.		That is a shirt.
	Juan, what are you wearing? (Prompts.)	Juan: Pupils:	I am wearing a shirt. Juan is wearing a shirt.
	What else are you wearing? (Prompts.)	Juan: Pupils:	I'm wearing pants. Juan is wearing pants.

Continue with basic dialogue. When they are ready, substitute shoes, socks, jacket, coat, sweater, gloves, mittens, belt, blue jeans.

DIALOGUE ADAPTATION

Teacher:	Dick, can you find someone wearing a red dress?	Dick:	Luisa is wearing a red dress.
		Pupils:	Luisa is wearing a red dress.
	John, can you find someone wearing a blue shirt?	John:	Alberto is wearing a blue shirt.

Continue asking individual pupils about clothes.

DIRECTED DIALOGUE

Teacher:	Juan, ask Luis what color his shirt is.	Juan:	Luis, what color is your shirt?
	Luis, ask Maria what color her skirt is.	Luis:	My shirt is white. What color is your skirt?
		Maria:	My skirt is brown.

STRUCTURE DRILL

Response to Drill

Teacher:		
Children, what is Maria wearing?	Pupils:	Maria is wearing a red dress.
(Pointing to Maria) Luisa, what is she wearing?	Luisa:	She is wearing a red dress.
And what are you wearing?	Luisa:	I'm wearing a blue dress.
Juan, what color is your shirt?	Juan:	My shirt is green.
Jose, what color is his shirt?	Jose:	His shirt is green.

Substitution Drill

Teacher:	Kathy is wearing a dress.	Pupils:	Kathy is wearing a dress.
	She		She
	Mother		Mother
	Juan is wearing a shirt.		Juan is wearing a shirt.
	He		He
	My friend		My friend
	We are wearing shoes.		We are wearing shoes.
	They		They
	You		You

SUPPLEMENTARY ACTIVITIES

"Going Traveling," Preschool Instructional Program for Non-English-speaking children, p. 68.

"Going Shopping"

Teacher: I'm going to the store to buy a dress and ______________________.

Pupils must add an article of clothing to the teacher's list as he shows pictures of clothes. If they are unable to do so, they must sit down. The last one standing is the winner. This can be played by two teams, each taking a turn. When the end of each team is reached, the one with the most standing is the winner.

"Dressing"

Dramatization, using, "I put on ____________________."

"The boy puts on ______________."

"The girl puts on _____________."

UNIT XIII

FOODS WE EAT

A. Breakfast

EXPOSITION

Teacher: Boys and girls, today we are going to learn the foods we eat for breakfast.

BASIC DIALOGUE

Teacher:	I eat food for breakfast. I eat toast for breakfast.	Pupils:	I eat food for breakfast. I eat toast for breakfast.

Identify each new word with a picture, and repeat each sentence three times. Use this procedure with the following: an orange, bacon, an egg, a banana, cereal, apple. After this procedure, change the verb to drink, using water, milk, orange juice.

Teacher:	I drink milk. I drink water.	Pupils:	I drink milk. I drink water.

DIALOGUE ADAPTATION

Questions based on basic dialogue plus additional known vocabularies already learned by pupils. Encourage response. Should pupil hesitate, have the entire group answer, and then the individual pupil answer.

Teacher:

Juan, come find a picture of toast.	Juan:	This is toast. I eat toast.
Find an orange, Maria.	Maria:	This is an orange. I drink orange juice.
Do you like milk? (Repeat this with several words.)	Pupil:	I like milk.
Do you drink milk for breakfast?		I drink milk for breakfast.
Do you drink orange juice?		I drink orange juice.
Do you like orange juice?		Yes, I like orange juice.
Do you drink water for breakfast?		No, I drink milk and orange juice for breakfast.

DIRECTED DIALOGUE

The teacher cues the student on specific questions to ask another pupil, using pictures.

Teacher:

Juan, ask Pedro what he eats for breakfast.	Juan:	Pedro, what do you eat for breakfast?

Teacher:		
	Pedro:	I eat toast for breakfast.
Pedro, ask Marina what she eats for breakfast.	Pedro:	What do you eat for breakfast?
	Marina:	I eat an egg.
Rosa, ask Jovita what she drinks for breakfast.	Rosa:	What do you drink for breakfast?
	Jovita:	I drink orange juice.

STRUCTURE DRILL

Through models, the teacher makes the pupils aware of different patterns of speech in English. Use pictures and all the words learned in Unit XIII.

This is ____________. That is ______________. Elicit responses to questions.

Teacher:	Pupils:
What is this?	That is an orange.
What do we do with an orange? (Repeat with other words, then use drink.)	We eat an orange.
What is this?	That is milk.
What do we do with milk?	We drink milk for breakfast.

The teacher may substitute supplementary materials and tell the pupils to repeat them. Replace nouns, verbs, and adjectives and have the children repeat in entire sentences.

Teacher:	Pupils:
What does Father eat for breakfast?	Father eats cereal.
What does Mother drink for breakfast?	Mother drinks coffee for breakfast.
Does Baby eat cereal?	Baby eats cereal.

B. Lunch

EXPOSITION

Teacher: Children, today we are going to learn the foods we eat for lunch.

BASIC DIALOGUE

Teacher:	Pupils:
I eat food for lunch.	I eat food for lunch.

Identify the following words with pictures, and follow this procedure: cookies, lettuce, bread, cheese (ch), tomato, chocolate, pear, candy, and coke.

Teacher:	Pupil:
This is bread.	That is bread.
This is cheese (ch sound).	That is cheese.

DIALOGUE ADAPTATION

Questions and answers based on learned vocabulary. Again, encourage response from each pupil.

Teacher:	Juan, find a picture of a tomato.	Juan:	This is a tomato.
	What do you do with a tomato?		I eat a tomato for lunch.

Repeat procedure with other words.

DIRECTED DIALOGUE

Questions and answers directed from teacher to pupil and from pupil to pupil. Use words learned.

Teacher:	Susie, ask Michael what he eats for lunch.	Susie:	What do you eat for lunch?
		Michael:	I eat cheese for lunch.

STRUCTURE DRILL

The teacher may change to plural nouns and other patterns of speech after making the pupils aware of them. Examples, cookies, carrots, apples, eggs, beans.

Teacher:	What are these?	Pupils:	Those are cookies.
	What are these?		Those are carrots.
	Do you eat carrots for lunch?		Yes, I eat carrots for lunch.
	Do you eat apples for lunch?		I eat apples for lunch.

Repeat for other words.

C. Dinner

EXPOSITION

Teacher: Boys and girls, we have learned the foods we eat for breakfast and lunch. Today we are going to learn the foods we eat for dinner.

The teacher should explain that dinner is a happy occasion, that this is the time when the family eats together: Father, Mother, and children. The following new words are to be introduced: fish, meat, cake, pie, cabbage, potatoes, ice cream, coffee, tea, and crackers.

BASIC DIALOGUE

Identify the words and follow the, "This is _____," "That is _____," procedure.

Teacher:	This is fish.	Pupil:	That is fish.

DIALOGUE ADAPTATION

Questions and answers based on learned vocabulary plus new words.

Teacher:	Julian, what is this? Do you eat meat for dinner?	Julian:	That is meat. Yes, I eat meat for dinner.

DIRECTED DIALOGUE

Questions and answers from teacher to pupil.

Teacher:

Elias, ask David what he eats for dinner.	Elias:	What do you eat for dinner?
	David:	I eat meat for dinner.
David, ask Juanita what she drinks for dinner.	David:	Juanita, what do you drink for dinner?
	Juanita:	I drink milk for dinner.

STRUCTURE DRILL

Again the teacher may change patterns of speech after making the pupils aware of it.

Teacher:	Do you like cake for dinner?	Pupil:	I like cake for dinner.
	Do you like ice cream?		We like ice cream.

After the food words have been learned the teacher will want to have an activity for this unit. Follow a learning procedure best suited at this time, and introduce the following words: store, money, buy, milk carton, milk truck, grocery, groceries, and fruit.

The children may want to "play store" at this time. Use empty boxes and cartons along with artificial items.

UNIT XIV

NATURE STUDY

INSTRUCTIONS TO THE TEACHER. Locate as many pictures as possible about nature to present to the children. For this unit it will also be necessary to have pictures showing the different seasons and weather conditions.

EXPOSITION

Teacher: Children, we are going to be talking about some of the many things that you find when you explore outdoors. When we talk about the outdoors and the things we find there, we call this "nature study."

BASIC DIALOGUE. Repeat each sentence three to five times.

Teacher:	Pupils:
This is the forest (or woods).	That is the forest.
There are trees in the forest.	There are trees in the forest.
There are leaves on the trees	There are leaves on the trees.
There is a bug on a leaf.	There is a bug on a leaf.
There are flowers in the forest.	There are flowers in the forest.
There is grass on the ground in the forest.	There is grass on the ground in the forest.
There are rocks on the ground in the forest.	There are rocks on the ground in the forest.
Plants grow in the soil.	Plants grow in the soil.
Plants make seeds.	Plants make seeds.
Seeds fall to the ground and new plants grow.	Seeds fall to the ground and new plants grow.
There is a hill in the forest.	There is a hill in the forest.
There is a lake in the forest.	There is a lake in the forest.
There is a valley in the forest.	There is a valley in the forest.
There is shade in the forest.	There is shade in the forest.
There are shadows in the forest.	There are shadows in the forest.
This bush has leaves.	That bush has leaves.
This weed has leaves.	That weed has leaves.
This vine has leaves.	That vine has leaves.
The sun is shining in the sky.	The sun is shining in the sky.

At this point, show as many pictures as possible of weather conditions, illustrating these words: air, cloud, fog, hail, rain, wind, and snow. Use these words in sentences and have the children repeat the sentences.

Teacher:	Pupils:
There are four seasons in a year.	There are four seasons in a year.
This is the fall season	This is the fall season.

This same sentence could be used showing winter, spring, and summer.

Teacher:	This is night.	Pupils:	This is night.

This same sentence can be used showing day, evening, morning.

DIALOGUE ADAPTATION

The questions are based on basic dialogue, but would be reworded to be recognized by the pupil. Should the pupil hesitate to answer, have the group answer, then the individual pupil repeat. All of these questions will refer to pictures the teacher has collected and used with the basic dialogue.

Teacher:	Linda, what is this?	Linda:	(Pointing to the picture) That is a forest.
	Johnny, name one thing you see in the forest.	Johnny:	I see trees in the forest.

This same question can be used to ask other children until many things in the forest are named: leaves, leaf, flowers, grass, rocks, plants, seeds, ground, soil, hill, valley, lake, bush, weed, bug, and vine.

Teacher:	Mary, what do you see in the sky?	Mary:	(Pointing to picture) I see the sun in the sky.
	Edward, what kind of weather is that?	Edward:	I see rain.

The other weather pictures could be shown and questions asked concerning air, cloud, fog, hail, and wind.

Teacher:	Linda, what season is this?	Linda:	(Pointing to picture) The season is winter.
	Joe, how do the trees look?	Joe:	The trees look brown.

This same idea can be used with the other seasons, pointing out simple changes which occur in each.

DIRECTED DIALOGUE

The teacher cues the student on specific questions to ask another pupil. If the child hesitates in asking, the entire class or group asks the question. If the answering child hesitates, the group responds.

Teacher:	Juan, ask Mary to find the trees in the forest.	Juan:	Find the trees in the forest.
		Mary:	(Pointing) Here are the trees.
	Mary, ask Juan the color of the trees.		Juan, what color are the trees?
		Juan:	The trees are green.
	Jovita, ask Joe to find the valley in the forest.	Jovita:	Where is the valley?
		Joe:	Here is the valley.

The same type of questions and responses can be used with leaves, leaf, flowers, grass, plants, seeds, ground, soil, hill, lake, bush, weed, bug.

Teacher: Arturo, ask Raymond to find the picture of the fall season.
Arturo: Raymond, find the picture of the fall season.
Raymond: (Pointing to the picture) There is the fall season.
Teacher: Raymond, ask Alice to find the picture of the summer season.
Raymond: Alice, find the picture of the summer season.
Alice: (Pointing) That is the summer season.

The same type of questions and responses could be used with the winter season and spring season. The same could also be used with day, night, morning, evening, sun, sky, air, cloud, weather, fog, rain, wind, snow.

STRUCTURE DRILLS

Through models, the teacher makes the pupil aware of different patterns of speech in English.

Response to Drill. Elicit responses to questions based on the unit.

Teacher:	What color is the lake?	Pupils:	The lake is blue.
	soil?		The soil is brown.
	sky?		The sky is blue.
	What color are the trees?		The trees are green.
	leaves?		The leaves are green.
	rocks?		The rocks are grey.
	Where does a flower grow?		A flower grows in the soil.
	bloom		A bloom grows on a flower.
	plant		A plant grows in the soil.
	tree		A tree grows in the soil.
	Where do flowers grow?		Flowers grow in the soil.
	blooms		Blooms grow on flowers.
	plants		Plants grow in the soil.
	trees		Trees grow in the soil.
	Is it cold in the winter?		Yes, it is cold in the winter.
	hot summer?		hot summer.
	cool fall?		cool fall.
	warm spring?		warm spring.

Substitution Drill. Present your model sentence and tell the pupils to repeat.

Teacher:	The tree is in the forest.	Pupils:	The tree is in the forest.
	The flower		The flower
	The plant		The plant
	The grass		The grass
	The trees are in the forest.		The trees are in the forest.
	The rocks		The rocks
	The plants		The plants
	The flowers		The flowers

Teacher:	Pupils:
I see the sun shining in the sky.	I see the sun shining in the sky.
We	We
They	They
You	You
He sees the sun shining in the sky.	He sees the sun shining in the sky.
Juan	Juan
She	She
Mary	Mary
I sit in the shade of the tree.	I sit in the shade of the tree.
We	We
They	They
You	You

SUPPLEMENTARY MATERIAL

"Falling Leaves"

Leaves are falling gently, Red and green and brown.
Wind is blowing tree tops, Leaves are floating down:
Down----------, down----------, down----------,
Down----------, down----------, down----------.

"I Am a Pine Tree"

I am a pine tree standing on a hill.
I can stand so very, very still.
All at once the wind begins to blow--
I bend to and fro, to and fro, to and fro.

"Nature Box"

Since the teacher told the children in the exposition that they "explore" outdoors, the teacher could put some rocks, leaves, plants, flowers, etc., in a box. The children could name the nature objects in English as each one takes turns drawing an object out of the box.

UNIT XV

THE FARM

The Basic Dialogue, Dialogue Adaptation, and Directed Dialogue in this unit are based on the pictures described in the directions. Pictures of other animals may be substituted, with dialogue changed to correspond with the substituted pictures.

INSTRUCTIONS TO THE TEACHER. Present picture of farm house, showing members of the family (farmer, mother, boy), a barnyard setting with pasture, fence, silo, tractor, and plow. Describe the scene to the children, telling what the farmer is doing, the mother doing, and naming the animals shown.

A. Farm and Animals

EXPOSITION

Teacher: Children, today we are going to talk about the farm: who lives on the farm and some of the animals we find on the farm. Do any of you live on a farm? Do you know someone who lives on a farm? The farm is out in the country. We will make a make-believe visit to a farm. (A toy farm could easily be assembled on a reading table, with animals, house, and barn.)

BASIC DIALOGUE

Point to pictures of objects as they are named. Repeat several times.

Teacher:	Pupils:
This is a farm house.	That is a farm house.
This is a farmer.	That is a farmer.
This is the farmer's wife.	That is the farmer's wife.
This is the farmer's boy.	That is the farmer's boy.
The farmer lives in the farm house.	The farmer lives in the farm house.

Continue the same procedure for the farmer's wife and the farmer's boy who live in the farm house.

Teacher:	Pupils:
This is the barn.	That is the barn.
This is a silo.	That is a silo.
(Explains its use.)	
This is a horse.	That is a horse.

Continue the same procedure for cow, pig, chicken, turkey, duck, rabbit, dog, cat.

Teacher: The horse lives in the barn. Pupils: The horse lives in the barn.

Continue the same procedure for all animals who live in the barn.

DIALOGUE ADAPTATION

Questions based on basic dialogue plus additional known vocabulary easily recognized by pupils. Encourage individual response. Should pupil hesitate, have the entire group answer, then have the individual pupil answer.

Point to the pictures as the animals are named.

Teacher:	Pupils:
What are these?	Those are ducks.
What is the mother duck doing?	She is swimming.
How many baby ducks do you see?	
(Have pupils count the ducks.)	I see four ducks. One, two, three, four.
What are these?	Those are chickens.
How many baby chicks do you see?	I see seven baby chicks: 1,2,3,4,5,6,7.
What is this?	That is a turkey.
What is the turkey doing?	The turkey is eating corn.
Is the turkey big or little?	The turkey is big.
Here are some pigs.	
How many pigs do you see?	I see four pigs.
Count the pigs for me.	One, two, three, four pigs.
What are the pigs looking at?	They are looking at a frog.
What color is the frog?	The frog is green.
Does the farmer have a dog?	Yes, the farmer has a dog.
Does the dog have puppies?	Yes, the dog has four puppies.
What are the puppies doing?	They are drinking milk.
Is there a cat on the farm?	Yes, there is a cat on the farm.
Does the cat have kittens?	Yes, she has one kitten.
What are the horses doing?	They are pulling a wagon (or as pictured).
What is in the wagon?	There is hay in the wagon.
Who eats hay? Do you?	No! The animals eat hay.
Here are two rabbits.	
What are they eating?	They are eating grass.
What color are the rabbits?	The rabbits are white.
Are the rabbits' ears green?	No, their ears are pink.
Is the cow afraid of the dog?	No, she is not afraid of the dog.
Do you think the dog and the cow are friends?	Yes, they are friends.

DIRECTED DIALOGUE

The teacher cues the pupil on specific questions to ask another pupil. If the pupil hesitates in asking, the entire class or group asks the question. If the answering pupil hesitates, the group responds.

It would be helpful if the teacher placed the pictures previously viewed by the pupils on display, along the chalkboard, where the entire group may see them.

Teacher: Joe, ask Hugo what color the rabbits are.

Joe: What color are the rabbits?

Hugo: The rabbits are white.

Teacher:		
Lupe, ask Martha what the cow is eating.	Lupe:	What is the cow eating, Martha?
	Martha:	The cow is eating grass.
Paula, ask Tony what is in the silo.	Paula:	Tony, what is in the silo?
	Tony:	Animal feed is in the silo.
Raul, ask Rosie what chickens eat.	Raul:	What do chickens eat?
	Rosie:	Chickens eat corn.
Beto, ask Susie what the ducks are doing.	Beto:	What are the ducks doing?
	Susie:	The ducks are swimming.
Tom, ask Billy what the farmer is driving in the picture.	Tom:	What is the farmer driving?
	Billy:	He is driving a tractor.
Marina, ask Roberto what the farmer is doing with the tractor.	Marina:	What is the farmer doing with the tractor?
	Roberto:	He is plowing the ground.
Teresa, ask Jose if the farmer's wife is a man or a woman.	Teresa:	Is the farmer's wife a man or a woman?
	Jose:	She is a woman.

STRUCTURE DRILL

Through models, the teacher makes the pupils aware of different patterns of speech in English.

Response to drill. Elicit responses to questions based on unit.

Teacher:	What does a pig eat?	Pupils:	A pig eats corn.
	turkey		A turkey eats corn.
	rabbit		A rabbit eats grass.
	horse		A horse eats hay.
	cat		A cat eats mice.
	cow		A cow eats hay.

Pass out different animal pictures to hold, so that other pupils may see them.

Teacher:	What do you have?	Pupil:	I have a cow.
	What do you have?		I have a horse.
	What does he have?		He has a dog.
	What does she have?		She has a pig.
	What do I have?		You have a turkey.
	What do they have?		They have a rabbit.

Substitution Drill. Present the model sentence and tell the pupils to repeat.

Teacher:	The duck has ducklings.	Pupils:	The duck has ducklings.
	The hen		The hen has chicks.
	The dog		The dog has puppies.
	The pig		The pig has piglets.
	The cat		The cat has kittens.

Replacement Drill. The teacher may substitute the noun, verb, or adjective in separate drills after presenting a model, using as many vocabulary words as possible.

Teacher:	Pupils:
The dog is brown.	The dog is brown.
The cat is brown.	The cat is brown.
The grass is green.	The grass is green.
The tree	The tree
The pig is black.	The pig is black.
The tractor	The tractor
The house is white.	The house is white.
The rabbit	The rabbit
The chickens are yellow.	The chickens are yellow.
The ducks	The ducks
The cows are brown.	The cows are brown.
The puppies	The puppies

SUPPLEMENTARY MATERIAL

Pass to each pupil a farm scene with pictures of a farmer, pig, cow, chickens, and a farm.

Teacher:

Open your box of crayons.
Find a red crayon. Color the barn red. The barn is red.
Find a yellow crayon. Color the chickens yellow. The chickens are yellow.
Find a green crayon. Color the trees green. The trees are green.
Find a brown crayon. Color the cow brown. The cow is brown.
Find a blue crayon. Color the farmer's shirt blue. The shirt is blue.
Find a black crayon. Color the pig black. The pig is black.
Find a brown crayon. Color the fence brown. The fence is brown.

Singing Games to Play

"Farmer in the Dell"

The farmer's in the dell,
The farmer's in the dell,
Heigh, ho, the merry-o,
The farmer's in the dell.

The farmer takes a wife, etc.

The wife takes a child, etc.

The child takes a cat, etc.

"Old MacDonald Had a Farm"

Classroom Game to Play: "Who Am I?"

Teacher makes different farm animal sounds and lets the children guess which one he is. This may also be played with actions, the children to name the action the teacher is doing. After several times with teacher as leader, a child may take over and be IT.

UNIT XVI

THE FARMER AND HIS WORK

EXPOSITION

Teacher: Boys and girls, today we are going to learn about what the farmer does and what he uses for his work.

BASIC DIALOGUE

Singular. Teacher points to pictures.

Teacher:	Pupils:
This is a farmer.	That is a farmer.
This is a tractor.	That is a tractor.
This is a truck.	That is a truck.
This is a plow.	That is a plow.
This is a scale.	That is a scale.
This is a fence.	That is a fence.
This is a pond.	That is a pond.
This is a rake.	That is a rake.
This is a trailor.	That is a trailor.
This is a windmill.	That is a windmill.
This is a leaf.	That is a leaf.

Repeat until children can identify the pictures:

Teacher: What is this? Pupils: That is a _____________.

Plural. Teacher points to pictures.

Teacher:	Pupils:
These are fruits.	Those are fruits.
These are vegetables.	Those are vegetables.
These are seeds.	Those are seeds.
These are leaves.	Those are leaves.
These are crops.	Those are crops.

Repeat until children can identify the pictures:

Teacher: What are these? Pupils: Those are _____________.

DIALOGUE ADAPTATION. Teacher points to pictures.

Teacher:	Pupils:
What is this?	That is a farmer.
What is the farmer?	The farmer is a man.
What does the farmer do?	The farmer works.
What does the farmer grow?	The farmer grows a garden.
What does the farmer plant?	The farmer plants seeds.
What does the garden have?	The garden has fruits and vegetables.
What does the farmer have?	The farmer has crops.
What do the crops do?	The crops grow.
What do the crops need, to grow?	The crops need water.

Teacher:	Pupils:
Where does the farmer get the water?	The farmer gets water from a pump.
Where do the crops grow?	The crops grow in the soil.
What does the farmer have?	The farmer has animals.
Where do the animals feed?	The animals feed in the pasture.
Where do the animals drink water?	The animals drink water in the pond.

DIRECTED DIALOGUE

Teacher:		
Juan, ask Maria what the farmer does.	Juan:	What does the farmer do?
	Maria:	The farmer works.
Maria, ask Jose what the crops need.		What do the crops need, Jose?
	Jose:	They need water.
Jose, ask Lupe what the farmer plants.		What does the farmer plant?
	Lupe:	He plants seeds.
Lupe, ask Ruben the color of the leaves.		What color are the leaves, Ruben?
	Ruben:	They are green.
Ruben, ask Teresa what the farmer drives.		What does the farmer drive?
	Teresa:	He drives a truck.

STRUCTURE DRILL

Teacher:	Pupils:
Where does the farmer live?	He lives on a farm.
Where do you live?	I live in the city.
Do the farm animals live in the city?	No.
Where do they live?	They live on the farm.
In what city do we live?	We live in El Paso.

SUBSTITUTION DRILL

Teacher:	Pupils:
The farmer has a rake.	The farmer has a rake.
truck.	truck.
plow.	plow.
tractor.	tractor.
barn.	barn.
The farmer rakes the leaves.	The farmer rakes the leaves.
The boy	The boy
The children	The children
You	You
We	We

SUPPLEMENTARY ACTIVITIES

Action Pictures--Dramatization. The teacher points to the picture showing some action word, and asks:

	Pupils:
What is the farmer doing?	The farmer is feeding the animals.

Teacher (showing different pictures):	Pupils:
Jose, show the class how the farmer feeds the animals.	
What is the farmer doing?	The farmer is picking cotton.
Jaime, show the class how the farmer picks cotton.	
What is the farmer doing?	The farmer is raking the leaves.
Panchito, show the class how the farmer rakes the leaves.	
What is the farmer doing?	The farmer is gathering the fruit.
Where does the farmer put the fruit?	He puts it in a bag.
What is the farmer doing?	He is watering the vegetables.
How does the farmer water the vegetables?	The farmer irrigates the vegetables.
Where does the farmer get the water?	The farmer gets the water from the canal.
What is the boy doing?	The boy is helping the farmer.
How is the boy helping the farmer?	The boy is weighing the bundle on the scale.
What is the farmer doing?	The farmer is packing the bale in the truck.
What is the farmer doing?	The farmer is driving the tractor.
What is the farmer doing?	He is fixing the fence.

"Show Me." Have on a table an exhibit of farm objects and pictures.

The seeds are on the table. Show me the seeds.	Johnny: Here are the seeds.
Linda, go to the table and show me what you like.	Linda: I like this windmill.
	Class: She likes that windmill.

Teach the class the song, "Old MacDonald Had a Farm."

UNIT XVII

OUR HOUSE

A. Outside

INSTRUCTIONS TO THE TEACHER. Present several pictures of houses, showing the outside of the house, the front yard, and the back yard.

EXPOSITION

Teacher: Children, today we are going to talk about the outside of a house.

BASIC DIALOGUE. Repeat each sentence three to five times.

Teacher:	Pupils:
This is the outside of the house.	That is the outside of the house.
This is the front door of the house.	That is the front door of the house.
This is the back door of the house.	That is the back door of the house.
The yard has trees and flowers.	The yard has trees and flowers.
The flowers grow in the flowerbed.	The flowers grow in the flowerbed.
There is green grass in the yard.	There is green grass in the yard.
There is a driveway in front of the house.	There is a driveway in front of the house.
There is a chimney on top of the house.	There is a chimney on top of the house.
There is a roof on top of the house.	There is a roof on top of the house.
There is an attic under the roof.	There is an attic under the roof.
There is a basement under the house.	There is a basement under the house.
You cut the grass with the lawnmower.	You cut the grass with the lawnmower.
You water the lawn with the water hose.	You water the lawn with the water hose.
There is a mailbox on the front of the house.	There is a mailbox on the front of the house.
There is a house number on the front of the house.	There is a house number on the front of the house.
There is a window in the house.	There is a window in the house.
There is a trash can behind the house.	There is a trash can behind the house.

DIALOGUE ADAPTATION

The questions are based on basic dialogue, but would be reworded to be recognized by the pupil. Should the pupil hesitate to answer, have the group answer, then the individual pupil repeat. All of these questions will refer to pictures of the outside of the house.

Teacher (points to pictures):	Pupils (point to pictures):
Linda, what is this?	Linda: That is the outside of a house.
Johnny, where is the front door of the house?	Johnny: That is the front door of the house.
Janie, where is the back door of the house?	Janie: That is the back door of the house.

Teacher:	Pupils:
Alberto, tell me one thing that you see in the yard.	Alberto: There is a tree in the yard.

This same question could be used until several other children locate flowers, flowerbeds, grass, water hose, etc.

Teacher: Mary, where is the driveway? Mary: Here is the driveway.

This same question could be used with chimney, roof, attic, basement, mailbox, house number, window. Continue adapting basic dialogue into questions that will include as many combinations of the basic vocabularies as possible.

DIRECTED DIALOGUE

The teacher cues the pupil on specific questions to ask another pupil. If the child hesitates in asking, the entire class or group asks the question. If the answering child hesitates, the group responds.

Teacher:	Pupils:	
Juan, ask Mary to find the back door.	Juan:	Mary, find the back door of the house.
	Mary:	Here is the back door of the house.
Mary, ask Janie what color the grass is.		Janie, what color is the grass?
	Janie:	The grass is green.
Juanita, ask Olga to tell us where the roof is on the house.	Juanita:	Where is the roof on the house?
	Olga:	The roof is on top of the house.

The same question and responses could be used with attic, basement, chimney, driveway, mailbox, trash can. Use as many questions as possible which would give the children practice in using prepositions, such as in front of, behind, around, in back of, on top of, under.

STRUCTURE DRILLS

Through models, the teacher makes the pupil aware of different patterns of speech in English.

Response to Drill. Elicit responses to questions based on the unit.

Teacher:	Pupils:
Where is the grass?	The grass is in the yard.
Where are the trees?	The trees are in the yard.
Where are the flowers?	The flowers are in the flowerbed.
Where is the front door?	The front door is in front of the house.
Where is the back door?	The back door is in back of the house.

Teacher:	Pupils:
Where is the roof?	The roof is on top of the house.
Where is the chimney?	The chimney is on top of the house.
Where is the attic?	The attic is under the roof.
Where is the basement?	The basement is under the house.
What do you use to water the lawn?	I use the water hose.
they	They
we	We
What does John use to water the lawn?	John uses the water hose.
he	He
Mary	Mary
she	She

The same sequence could be used with to cut the grass, or to take care of the yard.

Where do you have fun?	I have fun in the yard.
they	They
we	We
Where does John have fun?	John has fun in the yard.
he	He
Mary	Mary
she	She

Substitution Drill. Present the model sentence and tell the pupils to repeat.

Teacher:	Pupils:
The mail box is outside the house.	The mailbox is outside the house.
The garage	The garage
The yard	The yard
The trees are outside the house.	The trees are outside the house.
The flowers	The flowers
The stairs	The stairs
I take care of the yard.	I take care of the yard.
You	You
We	We
They	They
Juan takes care of the yard.	Juan takes care of the yard.
He	He
Mary	Mary
She	She

SUPPLEMENTARY MATERIAL

Stencil a picture of the outside of the house and have the children color it, following instructions given in English. For example:

Teacher: Children, color the house red.
Now, color the door brown.
The house has two windows. Color the windows blue.
In front of the house there is green grass. Color the grass green.
Also, there are flowers. Color the flowers yellow.
There is a brown and green tree. Color the tree brown and green.

Other parts can be added.

Songs

Tune of "Here We Go Round the Mulberry Bush," p. 40 in The First Grade Book, Ginn & Company:

This is the way I take care of the yard,
This is the way I take care of the yard,
This is the way I take care of the yard,
So early in the morning.

Vary verses, with:

This is the way I cut the grass.

This is the way I water the lawn.

This is the way I trim the yard.

This is the way I water the flowers.

"Left to the Window"

Left to the window,
Right to the door,
Up to the ceiling,
Down to the floor.

B. Inside Our House

1. Living Room

EXPOSITION

Teacher: Children, today we are going to talk about the inside of the house.

BASIC DIALOGUE

Teacher (Point to pictures in a living room scene):

This is a living room.	That is a living room.
This is a sofa.	That is a sofa.
This is a chair.	That is a chair.

Teacher:	Pupils:
This is a table.	That is a table.
This is a floor lamp.	That is a floor lamp.
This is a television set.	That is a television set.

Follow the same procedure for table lamp, window shade, curtain, piano, visitor, vase, living room rug.

SUPPLEMENTARY MATERIAL

Review Vocabulary that might be pertinent to the present unit, such as colors, numbers, size comparison. For example:

The living room is big.	The living room is big.
The chair is blue.	The chair is blue.

DIALOGUE ADAPTATION

The teacher asks questions based on language patterns which have been introduced, but encourages each pupil to respond, together and individually.

Teacher:	Pupils:
What is this?	That is a living room.
What color is the living room?	It is green.
Is this a big or little living room?	It is a big living room.
Is the sofa pretty?	Yes, it is pretty.
Is the sofa big enough?	Yes, it is big enough.
Where do you sit?	I sit in a chair.
What is on the table?	A lamp is on the table.
What is this lamp called?	That lamp is called a floor lamp.
Do you watch television?	Yes, I watch television.
What does a table lamp do?	It gives light.
Is it dark with the window shade down?	Yes, it is.
Where are the curtains?	Curtains are at the window.
Do you listen to the radio?	Yes, I listen to the radio.
Where is the piano?	The piano is in the living room.
Who plays the piano?	Diana plays the piano.
Do we have a visitor?	Yes, we have a visitor.
What is the vase for?	The vase is to put flowers in.
Where is the rug?	The rug is in the living room.

DIRECTED DIALOGUE

The teacher cues the student on specific questions to ask another pupil. If the child hesitates in asking, the entire class or group asks the question. If the answering child hesitates, the group responds.

Teacher:	Pupils:
Mary, ask Dick to tell you where the living room is.	Mary: Dick, where is the living room?

Teacher:		
	Dick:	Here is the living room.
Lillian, ask Beto where the chair is.	Lillian:	Beto, where is the chair?
	Beto:	The chair is in the living room.
Janie, ask Sally if she likes the sofa.	Janie:	Sally, do you like the sofa
	Sally:	Yes, I like the sofa.
Jerry, ask Tom if he likes to sit in that chair.	Jerry:	Do you like to sit in that chair?
	Tom:	No, I don't like to sit in that chair.
John, ask Billy what is on the table.	John:	Billy, what is on the table?
	Billy:	A lamp is on the table.
Mike, ask Tony what this lamp is called.	Mike:	What is that lamp called, Tony?
	Tony:	That is called a floor lamp.
Oscar, ask Raul what color the television is.	Oscar:	What color is the television?
	Raul:	The television is brown.
Lina, ask Luis what this lamp does.	Lina:	Luis, what does that lamp do?
	Luis:	It gives light.
Connie, ask Andres where the window shades are.	Connie:	Where are the window shades?
	Andres:	The window shades are at the window.
Bonnie, ask Pedro what color the curtains are.	Bonnie:	What color are the curtains?
	Pedro:	The curtains are green.
Juan, ask David if he likes the piano.	Juan:	Do you like the piano, David?
	David:	Yes, I like the piano.
Joe, ask Daniel who our visitor is.	Joe:	Daniel, who is our visitor?
	Daniel:	Our visitor is Mr. John Smith.
Rosa, ask Alfredo what color the vase is.	Rosa:	What color is the vase?
	Alfredo:	The vase is white.

STRUCTURE DRILL

Teacher:	Pupils:
Where is the sofa?	The sofa is in the living room.
Where is the television set?	The television set is in the living room.
The chairs are blue.	The chairs are blue.
The floor lamps	The floor lamps
The curtains	The curtains
The lamps	The lamps

Repeat the above pattern, using green, yellow, brown, and white.

Teacher:	Pupils:
The sofa is in the living room.	The sofa is in the living room.
The piano	The piano
The television set	The television set
The rug	The rug
The vase	The vase
The visitor	The visitor
The sofa is big.	The sofa is big.
The piano	The piano
The television	The television
The rug	The rug
The table	The table
The visitor is happy.	The visitor is happy.
nice.	nice.
kind.	kind.
short.	short.

2. The Dining Room

EXPOSITION

Teacher: Boys and girls, today we are going to talk about the dining room.

BASIC DIALOGUE

Show pictures to identify the following as they are presented:

Teacher:	Pupils:
This is a dining table.	That is a dining table.
This is a tablecloth.	That is a tablecloth.
These are chairs.	Those are chairs.
These are dishes.	Those are dishes.
This is a bowl.	That is a bowl.
This is a cup.	That is a cup.
This is a plate.	That is a plate.

Follow the same procedure with glass, saucer, knife, fork, spoon, pitcher, napkins, silverware, platter, and teapot.

SUPPLEMENTARY MATERIAL

Presentation of milk, coffee, and water, to be put into cup and glass; colors.

Teacher:	Pupils:
Milk is white.	Milk is white.
Coffee is brown.	Coffee is brown.
I pour water into the glass.	I pour water into the glass.
I fill the glass with water.	I fill the glass with water.
I drink milk.	I drink milk.
Father drinks coffee.	Father drinks coffee.

Teacher:	Pupils:
I eat breakfast in the morning.	I eat breakfast in the morning.
I eat dinner at noon.	I eat dinner at noon.
I eat a snack in the afternoon.	I eat a snack in the afternoon.
I eat supper at night.	I eat supper at night.
I pass the food.	I pass the food.
I set the table.	I set the table.

DIALOGUE ADAPTATION

The question would be based on basic dialogue, but be reworded to be recognized by pupils. Encourage individual responses by pupils. If the child hesitates to answer, have the group answer, then the individual pupil repeat.

Teacher (Point to pictures in dining room scene):	Pupils:
What is this?	That is a dining table.
What color is the dining table?	The dining table is brown.
Is this a big or little tablecloth?	It is a big table cloth.
Where are the chairs?	The chairs are at the dining table.
Where are the dishes?	The dishes are on the dining table.
Who has a bowl?	I have a bowl.
What does Father drink from the cup?	Father drinks coffee from the cup.
What color is the plate?	The plate is white.
What do you eat for breakfast?	I eat cereal for breakfast.
What do you eat in the afternoon?	I eat a piece of pie in the afternoon.
What do you eat for supper?	I eat soup for supper.

DIRECTED DIALOGUE

Teacher:	Pupils:	
Elena, ask Carlos who has a dining table.	Elena:	Carlos, who has a dining table?
	Carlos:	I have a dining table.
Carlos, ask Isabel what you have.	Carlos:	Isabel, what do I have?
	Isabel:	You have a tablecloth.
Mary, ask Susan whether the chairs are big or little.	Mary:	Are the chairs big or little?
	Susan:	The chairs are big.
Gloria, ask Mary where the dishes are.	Gloria:	Mary, where are the dishes?
	Mary:	The dishes are on the dining table.
Anita, ask Teresa what these are.	Anita:	Teresa, what are these?
	Teresa:	These are napkins.
Enrique, ask David where the silverware is.	Enrique:	Where is the silverware?
	David:	The silverware is on the table.
Joe, ask Alice what color the teapot is.	Joe:	What color is the teapot?

Teacher:	Alice: The teapot is green, with flowers.
Estela, ask Isabel if this is a platter.	Estela: Is this a platter?
	Isabel: Yes, it's a platter.
Magda, ask Martha if this is her food.	Magda: Martha, is this your food?
	Martha: Yes, it is my food.
Jaime, ask Rita when she eats breakfast.	Jaime: When do you eat breakfast, Rita?
	Rita: I eat my breakfast in the morning.
Rita, ask Mario what he eats for dinner.	What do you eat for dinner, Mario?
	Mario: I eat soup for dinner.
Elvira, ask Rebecca what she eats for supper.	Elvira: What do you eat for supper, Rebecca?
	Rebecca: I eat beaf stew for supper.

STRUCTURE DRILL

Teacher:	Pupil:
I set the tablecloth on the table.	I set the tablecloth on the table.
I put the napkin	I put the napkin
silverware	silverware
food	food
I fill the bowl with potatoes.	I fill the bowl with potatoes.
plate	plate
platter	platter
I pass the bowl of potatoes.	I pass the bowl of potatoes.
pitcher of milk.	pitcher of milk.
teapot.	teapot.
platter of meat.	platter of meat.
I pour tea into the pitcher.	I pour tea into the pitcher.
glass.	glass.
cups.	cups.
I eat soup with my spoon.	I eat soup with my spoon.
ice cream	ice cream
cereal	cereal
I eat meat with my fork.	I eat meat with my fork.
watermelon	watermelon
pie	pie
pancakes	pancakes
I cut meat with my knife.	I cut meat with my knife.
watermelon	watermelon
pie	pie

Teacher:	Pupils:
I eat eggs for breakfast.	I eat eggs for breakfast.
toast	toast
pancakes	pancakes
cereal	cereal

3. The Bedroom

EXPOSITION

Teacher: Boys and girls, today we are going to talk about the bedroom.

BASIC DIALOGUE

Show pictures to identify the following as they are presented.

Teacher:	Pupils:
This is a bedroom.	That is a bedroom.
This is a bed.	That is a bed.
This is a bedspread.	That is a bedspread.
This is a blanket.	That is a blanket.
This is a pillow.	That is a pillow.
This is a pillowcase.	That is a pillowcase.

Follow the same procedure as the above pattern for sheet, quilt, mattress, rocking chair, chest of drawers, closet, clothes, and clothes hangers.

SUPPLEMENTARY MATERIAL

Use the same basic language pattern for selected qualitative words.

Teacher:	Pupils:
The bedroom is big.	The bedroom is big.
The bed is small.	The bed is small.
The bedspread is yellow.	The bedspread is yellow.
The blanket is purple.	The blanket is purple.
I go to bed at night.	I go to bed at night.
I go to sleep in the bed.	I go to sleep in the bed.
I sleep all night.	I sleep all night.
I wake up in the morning.	I wake up in the morning.
I get out of bed.	I get out of bed.
I lie on the bed in the afternoon.	I lie on the bed in the afternoon.
I hang up the clothes in the closet.	I hang up the clothes in the closet.
I get dressed in the morning.	I get dressed in the morning.

DIALOGUE ADAPTATION

Use pictures to illustrate the above pattern.

Teacher:	Pupils:
What is this?	That is a bedroom.

Teacher:	Pupils:
What color is the bed?	The bed is black.
Is this a high or low bed?	It is a low bed.
Is the bedspread pink or yellow?	It is yellow.
Where is the bedspread?	The bedspread is on the bed.
What is the blanket for?	The blanket keeps you warm.
What color is the blanket?	The blanket is purple.
How many pillows do you have?	I have two pillows.
How many pillowcases does she have?	She has two pillowcases.
Where are the sheets?	The sheets are in the closet.
Where is the quilt?	The quilt is on the bed.
Is the mattress soft or hard?	The mattress is soft.
What are the clothes hangers for?	They are to hang clothes.
Where do you hang your clothes?	I hang my clothes in the closet.
Where is the rocking chair?	The rocking chair is in the living room.

DIRECTED DIALOGUE

The teacher cues the student on specific questions to ask another pupil. If the child hesitates in asking, the entire class or group asks the question. If the child hesitates, the group responds.

Teacher:	Pupils:	
John, do you like the bedroom?	John:	Yes, I like the bedroom.
Martha, ask Sylvia if she likes the bedroom.	Martha:	Do you like the bedroom, Sylvia?
	Sylvia:	Yes, I like it.
Demetrio, ask Tony the color of this bed.	Dem.:	What is the color of this bed?
	Tony:	The bed is pink.
Raul, ask Mary if the bed is high or low.	Raul:	Is the bed high or low, Mary?
	Mary:	The bed is high.
Juan, ask Billy what the blanket is for.	Juan:	Billy, what is the blanket for?
	Billy:	The blanket is to keep you warm.
Diana, ask Andres where the bedspread is.	Andres:	Diana, where is the bedspread?
	Diana:	The bedspread is on the bed.
Edmundo, ask Martha how many pillows there are.	Edmundo:	How many pillows are there?
	Martha:	There are two pillows, Edmundo.
Dan, ask Fernando the color of these pillowcases.	Dan:	What color are these pillowcases?
	Fernan.:	They are white.
Lupe, ask Rudy if the quilt is white or orange.	Lupe:	Is the quilt white or orange?
	Rudy:	It is orange.
Alicia, ask Beto if the mattress is hard or soft.	Alicia:	Is the mattress hard or soft?

Teacher:	Beto:	Yes, the mattress is hard.
Estela, ask Isabel the color of these clothes.	Estela:	Isabel, what color are these clothes?
	Isabel:	These clothes are white, Estela.
Sonia, ask Celia where she keeps her clothes.	Sonia:	Where do you keep your clothes?
	Celia:	I keep my clothes in my closet.
Celia, ask Carlos where the rocking chair is.		Where is the rocking chair?
	Carlos:	The rocking chair is in the bedroom.
Mary Lou, ask Michael where he hangs his clothes.	Mary L:	Where do you hang your clothes?
	Michael:	I hang my clothes in the closet.

STRUCTURE DRILL

Teacher:	Pupils:
The bed is in the bedroom.	The bed is in the bedroom.
The rocking chair is in the bedroom.	The rocking chair is in the bedroom.
The chest of drawers is in the bedroom.	The chest of drawers is in the bedroom.
The mattress is on the bed.	The mattress is on the bed.
The quilt is on the bed.	The quilt is on the bed.
The pillow is on the bed.	The pillow is on the bed.
The sheet is on the bed.	The sheet is on the bed.
The blanket is on the bed.	The blanket is on the bed.
The clothes are in the closet.	The clothes are in the closet.

4. The Bathroom

See Unit VII, Cleanliness, page 35. Cleanliness and Health may be used for guidance as to how to present this section on the bathroom.

bathroom
bathtub
comb
lavatory
mirror
soap
toothbrush
toothpaste
towel
washcloth

brush (hair, teeth)
dry
flush
rub
scrub
wash

New vocabulary to introduce in this section on the bathroom:

bath mat
commode

toilet paper
water

lotion
shower curtain

shower
shampoo

5. The Kitchen

For this room, follow the pattern as given in the sample lessons for living room, dining room, and bedroom, using the vocabulary given below:

cabinet
cleaning powder
coffee pot
dishes
dish pan
dish towel
fire
ice box
ice tray
kettle
kitchen
kitchen stool
kitchen table
matches
oven
pan
pot
pot holder
refrigerator
salt shaker
shaker
shelf (shelves)
sink
soap

6. The Household

For this, follow the same pattern as given in the sample lessons for living room, dining room, bedroom, using the vocabulary given below:

broom
clothes line
clothes pins
fan
flashlight
iron
ironing board
mop
needle
pail
pins
sewing machine
soap powder
starch
thimble
thread
wash tub
washing machine
wax

INSTRUCTIONAL ACTIVITY WORDS

clean
deodorize
dry
dust
hang
iron
mend
mop
paint
polish
rinse
rub
scrub
sew
steam
sweep
vacuum
wash
wax
wipe

UNIT XVIII

A BIRTHDAY

EXPOSITION

Show the four Readiness Cards, one at a time and in their proper sequence. Allow plenty of time for the children to discuss each picture, and lead them to anticipate what may happen next before another picture is shown. After the last card has been shown, the children may be ready to tell about their own experiences.

Draw a big cake with candles on the board.

BASIC DIALOGUE

Show Card 1.

Teacher:	Pupils:
Is this a girl or a boy?	It is a girl.
See her pretty new dress.	I see her pretty new dress.
Do you know her name? What is her name? Let's give her a name.	

(Ask for suggestions from the children.)

	Alberto: The girl's name is Ann.
Fine. We will call her Ann.	
Ann is dressed in her new dress because today is Ann's birthday.	Today is Ann's birthday.

Point to Card 2.

See the pretty birthday cake.	
See the pretty candles.	
Let's count the candles.	One, two, three, four, five candles.
Ann is five years old today.	Ann is five years old today.
See the pretty flowers around the cake (point).	I see the pretty flowers.

(Continue with questions: "Are the candles lighted?" "What kind of cake is it?")

Point to Card 3.

What is Ann doing here?	Ann is opening a present.
What is this (point to red book)?	It is a book.
Yes, it is a book. Ann received a book for a birthday present.	

Point to Card 4.

What is Ann doing here?	Ann is blowing out the candles.

Teacher:

Yes, Ann is blowing out the candles on her birthday cake.
Let's sing, "Happy Birthday," to Ann.
All sing!

Turn and point to cake on the board and say, "Let's all sing, 'Happy Birthday,' again, and when you finish the song blow out the candles on this cake."

Children sing, and at the end of the song, when everyone blows, the teacher will erase the flames from the candles.

DIALOGUE ADAPTATION

Have children as a group retell the story in their own words, then ask these questions:

Teacher:	Pupils:	
Jesse, go to the board and show us Ann.	Jesse:	Here is Ann.
Is Ann a boy or a girl?		Ann is a girl.
Show us her new dress.		Here is her new dress.
What color is it?		It is green.
Jane, come and show us Ann's birthday cake.	Jane:	Here is Ann's birthday cake.
How many candles do you see?		I see five candles.
Rudy, come and show us Ann's birthday present.	Rudy:	Here is Ann's birthday present.
What is it?		It is a book.
Connie, show us Ann blowing out the candles.	Connie:	Here is Ann blowing out the candles.
Count the candles.	Connie:	One, two, three, four, five candles.

DIRECTED DIALOGUE

The teacher cues the child on specific questions to ask another pupil.

Teacher:	Pupils:	
Ruben, find the birthday cake.	Ruben:	Here is the birthday cake.
Ask Delia how many candles there are on the birthday cake.		Delia, how many candles are on the birthday cake?
	Delia:	There are five candles on the birthday cake.
Josie, find the blue box.	Josie:	Here is the blue box.

Teacher:	Pupils:	
Josie, ask Rudy what is in it.	Josie:	Rudy, what is in it?
	Rudy:	It is a book.
Diana, show us Ann's new dress.	Diana:	Here is Ann's new dress.
Ask Samuel what color the dress is.	Diana:	Samuel, what color is the dress?
	Samuel:	It is white, with flowers.

Continue to cue children in this manner about the pictures.

STRUCTURE DRILL

Through models, the teacher makes the pupil aware of different patterns of speech in English.

Response to Drill. Elicit responses to questions asked on unit.

Teacher:		Pupil:	
	What do you see? (Card 1)		I see Ann.
	What do you see? (Card 2)		I see a birthday cake.
	What do you see?		I see a present.
	What does Ann have?		Ann has a new dress.
	What does Ann have?		Ann has a present.
	What does Ann have?		Ann has a book.
	What is Ann doing?		Ann is showing off her new dress.
	What is Ann doing?		Ann is opening her present.
	What is Ann doing?		Ann is blowing out the candles.

Substitution Drill. Present the model sentence and tell the pupil to repeat the pattern based on the teacher's cue word.

Teacher:		Pupils:	
	I see Ann.		I see Ann.
	We		We
	They		They
	Ann has a new dress.		Ann has a new dress.
	She		She
	Ann has a birthday cake.		Ann has a birthday cake.
	She		She

Replacement Drill. The teacher may substitute the noun, verb, or adjectives in separate drills.

Teacher:		Pupils:	
	Ann is a girl.		Ann is a girl.
	Mary		Mary
	She		She
	Ann has a birthday.		Ann has a birthday.
	Jane		Jane
	She		She

Teacher:	Pupils:
Ann has a red book.	Ann has a red book.
Ruth	Ruth
She	She
Ann has a green dress.	Ann has a green dress.
Irene	Irene
She	She

Follow the pattern and discuss other aspects of the pictures.

UNIT XIX

THE CLOCK

INSTRUCTION TO THE TEACHER. Use vocabulary words relating to time, showing pictures of morning, night, lunchtime, bedtime, playtime, making sure that children associate the picture with the word.

EXPOSITION

Teacher: Children, today we are going to talk about the clock and learn how to tell time.

BASIC DIALOGUE

Teacher (Holds clock up):	Pupils (Touch clock):
This is a clock.	This is a clock.
(Points to No. 8)	
It is eight o'clock.	It is eight o'clock.
We come to school at 8:00.	We come to school at 8:00.
We go to lunch at 12:00.	We go to lunch at 12:00.
We go to play at two o'clock.	We go to play at two o'clock.
We go home at three o'clock.	We go home at three o'clock.

Follow the same procedure for other hours.

SUPPLEMENTARY MATERIAL

This would consist of any review vocabulary that might be pertinent to the present unit, such as colors, numbers, sizes, comparisons, etc.:

The clock has two hands.
It has a little hand.
It goes to number twelve.
It has a big hand.
It has numbers.

Show difference between clock and watch.

Have children make individual clocks for further practice in telling time, for play, work, eat, and sleep. Songs, poems, and games can also be applied to this unit.

"Hickory, Dickory, Dock"

Hickory, dickory, dock!
The mouse ran up the clock.
The clock struck one,
The mouse ran down!
Hickory, dickory, dock!

"The Clock"

"Tick, tock, Tick, tock,
Tick, tock," says the clock.
Little boy, little girl,
Time for summer school.

The whole arm may swing like the pendulum of the big clock, and the hand from the wrist may be the little clock. The clock may tell the children to do many things, such as (for the last line), "Put the toys away," or "Time to tell the story," or "Time to wash your hands."

"The Grandfather Clock"

"Tickety, tackety, tackety, tock!"
Can you hear the song of the clock?
"Tickety, tackety," to and fro.
"Tickety, tackety," hear him go!

Singing a beautiful little rhyme,
While he tells everybody the time.
All through the night and all through the day,
Ticking the minutes and hours away.

"Tickety, tackety, tackety, tock!"
That is the song of the Grandfather Clock.

DIALOGUE ADAPTATION

The questions would be based on basic dialogue, but would be reworded to be recognized by the pupil. Encourage individual responses by pupils. Should the pupil hesitate to answer, have the group answer, then the individual pupil repeat.

Teacher:	Pupil:
What is this? (Hold clock up.)	That is a clock. (Pointing to clock.)
What color is the clock?	It is a white clock.
When do we play?	We play at two o'clock.
Is this a big or little clock?	It is a big clock.
What time do we come to school?	We come to school at eight o'clock.
When do we eat lunch?	We go to lunch at twelve o'clock.
When do we go home?	We go home at three o'clock.
When do we go to bed?	We go to bed at nine o'clock. (This will vary.)

DIRECTED DIALOGUE

Teacher cues child on specific questions to ask another pupil. If the child hesitates in asking, the entire class or group asks the question. If the answering child hesitates, the group responds.

Teacher (Use a big clock):	Pupils:	
Teresa, ask Juan to find something that tells time.	Teresa:	Juan, find something that tells time.
	Juan:	This is a clock (touching it). It tells time.
Ruth, ask Ruben to find the time we come to school.	Ruth:	Find the time we come to school, Ruben.
	Ruben:	We come to school at eight o'clock (points to 8:00).
Mary, ask Jose to find the time we go to lunch.	Mary:	Jose, find the time we go to lunch.
	Jose:	We go to lunch at twelve o'clock.

Teacher:	Pupils:
Pedro, ask Sylvia to find the time to go home.	Pedro: Find the time we go home, Sylvia. Sylvia: We go home at three (points).
Paula, ask Rosa to find the time we go to play.	Paula: Find the time we go to play, Rosa. Rosa: We go to play at two o'clock (points).
Susana, ask Miguel to find the time the mouse ran down the clock.	Susana: Find the time the mouse ran down the clock, Miguel. Miguel: The mouse ran down at one o'clock (points).

STRUCTURE DRILLS

Through models, the teacher makes the pupil aware of different patterns of speech in English.

Response Drill. Elicit responses to questions based on unit. Give the child a clock, and ask:

Teacher:	Pupil:
What do you have?	I have a clock.
What does he have?	He has a clock.
What does she have?	She has a clock.
What do I have?	You have a clock.

Substitution Drill. Present the model sentence and tell the pupil to repeat.

Teacher:	Pupils:
I have a clock.	I have a clock.
We	We
They	They
He has a clock.	He has a clock.
She	She

Replacement Drill. The teacher may substitute the noun, verb, or adjective, in separate drills, after presenting a model, using as many vocabulary words as possible.

Teacher:	Pupils:
The clock is white.	The clock is white.
dog	dog
ball	ball
table	table
paper	paper
duck	duck
basket	basket

Follow this pattern, adding other words the children know, matching colors.

UNIT XX

SEASONS OF THE YEAR

INSTRUCTIONS TO THE TEACHER. Present four pictures identifying each season, making sure that the children associate the picture with the word.

EXPOSITION

Teacher: Children, today we are going to talk about the seasons of the year.

BASIC DIALOGUE

Teacher (presents suitable pictures):	Pupils:
This is spring.	This is spring.
Spring has three months: March, April, and May.	Spring has three months: March, April, and May.
It rains in the spring.	It rains in the spring.

Repeat the above pattern for the other seasons, showing appropriate pictures, and bring in the following statements:

Teacher:	Pupils:
It is cold in winter.	It is cold in winter.
It is windy in fall.	It is windy in fall.
It is hot in summer.	It is hot in summer.

SUPPLEMENTARY MATERIAL

Show pictures of typical scenes for each season, showing clothing worn, sports, activities, and events. Each day, develop the idea of what kind of weather it is that day. Apply supplementary materials such as poems, songs, and games to the unit.

In winter we wear coats.
In summer we wear swim suits.
In spring we wear light clothes.
In fall we wear light sweaters.

In winter we ski.
In spring we swim.
In spring we play tennis.
In fall we play football.

"Rain"

"Rain, rain, go away!
Come again some other day.
Little children want to play
In the meadow in the hay.

"Who Has Seen the Wind?"

Who has seen the wind?
Neither I nor you;
But, when the leaves hang trembling,
The wind is passing through.

Who has seen the wind?
Neither you nor I;
But, when the trees bow down their heads,
The wind is passing by.

"The Swing," Robert Louis Stevenson

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers, and trees, and cattle and all
Over the countryside!

Till I look down on the garden green,
Down on the roof so brown--
Up in the air I go flying again,
Up in the air, and down!

DIALOGUE ADAPTATION

The questions would be based on basic dialogue, but would be reworded to be recognized by the pupils. Should the pupil hesitate to answer, have the group answer, then the individual pupil repeat.

Teacher:	How many seasons in the year?	Pupil:	The year has four seasons.
	Does it snow in the spring?		No, it doesn't snow in the spring.
	Is it hot in winter?		It's cold in winter.
	Do flowers bloom in winter?		No, flowers do not bloom in winter. They bloom in spring.
	Do leaves turn green in winter?		No, leaves do not turn green in winter. They turn green in spring.
	Is it cold in summer?		No, it is hot in summer. It is hot in summer.
	When does school start?		School starts in the fall.

DIRECTED DIALOGUE

The teacher cues the student on specific questions to ask another pupil. If the child hesitates in asking, the entire class or group asks the question. If the answering child hesitates, the group responds.

Teacher:	Pupil:	
Mary, ask Paul if he can name the spring months.	Mary:	Paul, can you name the spring months?
	Paul:	The spring months are March, April, and May.
Sylvia, ask Javier if it rains in spring.	Sylvia:	Does it rain in spring, Javier?
	Javier:	Yes, it rains in spring.
Pedro, ask Tom if he wears a coat in the winter.	Pedro:	Do you wear a coat in winter, Tom?

Teacher:	
	Tom: Yes, I do wear a coat in winter.
Carlos, ask Demetrio if he can name the summer months.	Carlos: Demetrio, can you name the summer months?
	Dem.: The summer months are June, July, and August.
Teresa, ask Jose if the leaves are green in the fall.	Teresa: Jose, are the leaves green in the fall?
	Jose: No, the leaves are not green in the fall; they change colors.

STRUCTURE DRILLS

Through models, the teacher makes the pupil aware of different patterns of speech.

Response to drill. Elicit responses to questions based on unit.

Teacher:	Pupils:
What do you see in the spring?	I see green leaves.
What do you see in the spring?	I see green plants.
What does she see in the spring?	She sees green trees.
What do I see in the spring?	You see green plants.

Substitution Drill. Present the model sentence and tell the pupils to repeat.

Teacher:	Pupils:
I like spring.	I like spring.
We	We
They	They
He likes spring.	He likes spring.
She	She
I swim in summer.	I swim in summer.
We	We
They	They
I play baseball in summer.	I play baseball in summer.
We	We
They	They
I ski in winter.	I ski in winter.
We	We
They	They
I play football in the fall.	I play football in the fall.
We	We
They	They

Replacement Drill. The teacher may substitute the noun, verb, or adjective, in separate drills after presenting a model using as many vocabulary words as possible.

Teacher:	Pupils:
Rains come in the spring.	Rains come in the spring.
Flowers	Flowers
Birds	Birds
Kites fly in the spring.	Kites fly in the spring.